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Opening remarks touched on the need for more knowledge of foreign cultures to fit the diminishing world, continuing education for present and future use, and a suggestion that interinstitutional cooperation start with the small and simple rather than the complex. Panel I dealt with foreign students and instructors, the possible use of retired foreign service personnel as lecturers, the difficulties of foreign students and how to help them, the need for education (especially technical) in the developing countries, and the advantages of student and faculty residence in a foreign country. Panel II, on vocational education, covered the advisability of giving it along with general education, its prestige in the professional hierarchy, and the selection of technical faculty. Panel III looked at continuing education as an updating of the validity of an otherwise obsolete degree, noted the difficulty of articulating it with other programs, and pointed out that true community service is closely involved with the business and professional life of the region. Panel IV noted that interinstitutional cooperation, on both the instructional and community service levels, is financially and educationally economical, since more students can be accommodated with the same facilities and staff, and the various curricula can supplement, rather than supplant, compete with, or duplicate each other. Panel V covered the need for more, though specialized, research and publication by junior college teachers, to keep them both up to date and enthusiastic. (HH)

1967
Conference Report

OF THE

Twentieth Annual Conference

AND

Directory of Members

ED025242

NEW YORK STATE ASSOCIATION
OF JUNIOR COLLEGES

JC 680 473

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Twentieth Annual Conference

NEW YORK STATE ASSOCIATION OF JUNIOR COLLEGES

ED025242

Theme . . .

Our Ever Widening Horizons

TAMARACK LODGE
Greenfield Park, N.Y.

April 21 and 22, 1967

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ASSOCIATE
MODERATOR: Dr. Eugene O'Neill *(Farmingdale)*
RECORDER: Dr. Rollo Wickes *(Canton Ag & Tech)*
ASSOCIATE
RECORDER: Richard J. Nachtsheim *(Kingsborough)*
PANELISTS: Miss Kathryn Parke *(Cobleskill)*
Prof. Wayne Kroutil *(Alfred)*
Dr. Charles V. Groat *(Auburn)*
Walter M. Albrecht *(Orange County)*
RESOURCE PEOPLE:
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Dr. Frank Carrino *(Albany)*
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ASSOCIATE
RECORDER: Robert J. Pasciullo *(Jamestown)*
PANELISTS: Dean Milo Van Hall *(Alfred)*
Dr. Thomas H. Kettig *(Orange)*
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ASSOCIATE
RECORDER: Prof. Alfred J. Smith, Jr. *(Corning)*
PANELISTS: Dr. Robert Kochersberger *(Jamestown)*
Dr. Reuben Benumof *(Staten Island)*
Prof. Helen Brockman *(F. I. T.)*
RESOURCE PEOPLE: Dr. David Fox *(Stonybrook)*
Dean Robert Jordan *(Stonybrook)*
Daniel Dicher *(Stonybrook)*

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PROGRAM

Friday, April 21, 1967

11:00 a.m. BRIEFING SESSION
All Moderators and Panel Personnel

12:00 to 2:30 p.m. REGISTRATION
Tamarack Lodge

2:00 to 3:15 p.m. GENERAL SESSION
Club Room

PRESIDING
Dr. Marvin Rapp for
Dr. LeRoy V. Good, *President*
New York State Association of Junior Colleges

WELCOME
Dr. George Erbstein, *President*
Ulster County Community College

PROGRAM CHAIRMAN'S REMARKS
Dr. Marvin A. Rapp, *President*
Onondaga Community College

Dr. Glenn A. Olds

ADDRESS
"Education and International Understanding"
Dr. George Z. F. Bereday
Professor of Comparative Education
Teachers College, Columbia University

3:30 to 5:00 p.m. PANEL MEETINGS

6:00 p.m. RECEPTION

7:00 p.m. ANNUAL ASSOCIATION BANQUET

PRESIDING
Dr. Marvin A. Rapp

PRESENTATION OF MERIT AWARD
Dr. Marvin A. Rapp, *President*
Onondaga Community College

ADDRESS
Dr. Esther Raushenbush, *President*
Sarah Lawrence College

PROGRAM

Saturday, April 22, 1967

7:30 to BREAKFAST
9:00 a.m. Special Interests Groups

9:15 to
10:15 a.m. NYSAJC ANNUAL BUSINESS MEETING

PRESIDING

Dr. Marvin Rapp

Election of Officers

Consideration of resolutions

New Business

10:30 to
12:00 noon PANEL MEETINGS

12:00 noon ANNUAL ASSOCIATION LUNCHEON
PRESIDING
Dr. Marvin Rapp

ADDRESS

"Looking Beyond the Ivy-Colored Walls: Some Thoughts on Inter-Campus Cooperation"

Dr. Ernest L. Boyer, *Vice-Chancellor*
State University of New York

2:00 p.m. ADJOURN

NEW YORK STATE ASSOCIATION OF JUNIOR COLLEGES

President - - - - - - - - - - Dr. LeRoy V. Good
Monroe Community College

Vice President - - - - - - - - Dr. Marvin A. Rapp
Onondaga Community College

Sec.-Treas. - - - - - - - - - Dr. Norma E. Bentley
Cazenovia College

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SUNY College, Cobleskill

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Westchester Community College

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Junior College of Albany

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1966-68

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Bennett College, Millbrook

Dr. Benjamin Rowe
New York City Community College

Dr. Norvin T. Whitmore
Erie Co. Technical College

EDITOR, NEWS BULLETIN
Stanley R. Oppenheim
SUNY College, Cobleskill
EDITOR 1967 CONFERENCE REPORT
Stanley R. Oppenheim

STATE OF NEW YORK
EXECUTIVE CHAMBER
ALBANY

NELSON A. ROCKEFELLER
GOVERNOR

I regret very much that previous commitments prevent me from being with you today. However, I want you to know I am deeply honored to have been selected as the recipient of the Association's 1967 Merit Award. Dr. Marvin Rapp is doing me the courtesy of representing me and accepting this award in my name.

I extend my congratulations to all for the great and continuing role of the junior colleges in offering expanded opportunities in public higher education. It is comforting for all of us to realize that at meetings such as this you gather as educators, who, while representing both public and private colleges, are concerned only with a common goal of excellence.

The two-year college has filled a necessary service in providing college opportunities for both students who aspire to an eventual four-year baccalaureate degree and those who choose vocational training.

The citizens of our State realize the important role of the two-year colleges in easing enrollment pressures on four-year colleges in a time of unprecedented demand for higher education.

The deliberations in which you are now engaged will certainly result in even greater opportunities for the youth of our State.

NELSON A. ROCKEFELLER
Governor

April 21, 1967

NELSON A. ROCKEFELLER
GOVERNOR

STATE OF NEW YORK
EXECUTIVE CHAMBER
ALBANY

June 12, 1967

Dear Dr. Rapp:

Thank you so much for coming to my office today to present to me the silver plate to mark the presentation to me of the Meritorious Service Award by the New York State Association of Junior Colleges. I am most deeply appreciative of the honor you and Dr. Good, and the members of the Association, have made me.

With gratitude and best wishes,

Sincerely,

NELSON A. ROCKEFELLER

Dr. Marvin A. Rapp
President
Onondaga Community College
700 East Water Stret
Syracuse, New York 13210

EDITOR'S REMARKS

This is merely an attempt to thank those staff members of the host colleges — Ulster and Epiphany Apostolic — for the time and effort they gave in making the Twentieth Annual Conference the success it was.

It would be seemly also to pay tribute to Dr. Good and Dr. Rapp for the parts they played, as well as the host of others who contributed so greatly.

For my own part I would like to express my deep appreciation to all panel participants for making my job so much easier.

SOME "IMPROMPTU" REMARKS ON INTERNATIONAL EDUCATION"

DR. GLENN A. OLDS
University Dean
SUNY
International Studies and
World Affairs

Good afternoon, ladies and gentlemen. It is a pleasure to be here with you today.

As a biographical footnote to my remarks, I think you will have the sense of the urgency with which I would address myself to this theme by the following fact: I was a senior in college at a small university out in Oregon in 1941 and on December 7 of 1941, at two o'clock in the afternoon, my football team was to play its last game against the University of Hawaii in Honolulu. We never played that game. My two college roommates were killed, and I was reminded in a kind of drama that only those who pass through it can know, that though I thought I was reasonably well educated — I was a major in philosophy and that was presumed to be at least concerned with a general view of the world; that afternoon reminded me dramatically that over two-thirds of the world which I would probably spend the rest of my life trying to understand was almost totally unknown to me. Many of us had to find through the struggle of those ensuing years that the fate of our ignorance was magnified by the tragedy of the consequences of that ignorance. I don't presume to say at the outset of my remarks here that had we known something about Japan this might not have happened. But I will say that it struck me as morally irresponsible to have developed an educational system for the twentieth century that had not yet brought its curriculum or its students into the realities of that century. It struck me then and now as a tragic paradox, whereas we had pursued in the natural sciences of the university, an appropriate effort at *universalizing* our knowledge so that the principles on which we operated would hold anywhere, at any time, the nearer we came from the sciences of nature to the sciences of man, the more complicated our languages, the more difficult our data, the more urgent their understanding, and the more grevious our failure to achieve universal understanding.

So I suggest in a sense, and you'll forgive this personal footnote, that we come to the theme today at a time when the necessities for introducing any student, anywhere, in any institution, to the realities of his real world in which his life, his knowing, as well as his doing and being, take place imposes an unprecedented opportunity and responsibility on us. This is not a luxury, it strikes me, to be left for an elite intelligentsia, but is the appropriate responsibility of any kind of institution concerned that its graduates, whatever their vocational objective, and-or educational objective, and these are not always one, shall take into account this wider context of understanding. Now, given that fact, I point to the more painful reality of our present moment, and I said this to a group of businessmen on Long Island yesterday. I commented on the fact that I had been in a group of students not long ago where I asked how many present could give me the former name of Viet Nam and discovered there wasn't a single student in that auditorium who could say French and Indo-China. I made the further modest observation that one who didn't know even that much about that stormy part of the world that now pins

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***Ed. Note — "Impromptu" refers to the fact that Dr. Olds' remarks were requested of him with no prior notice!**

down the best of the young we have produced, is not yet ready to move out to meet our kind of a world in the last half of the twentieth century.

Think of it, French-Indo-China; French, which has not fully succeeded in harmonizing those two sturdy streams of its culture; the *Catholic*-hierarchical, organic, communal, and the Renaissance with its radical affirmation of the autonomy of individual man, which French tradition has helped to shape in a predominant way the educational system of Viet Nam. Indian — with that contrasting philosophical and religious tradition with its emphasis not so much on nature and this world, as on the self as its central concern, and Chinese with its Buddhist ethic essentially anti-military. Now this strange fact, that here in French and Indo-China we now are struggling to graft, a Jeffersonian view of democracy at the end of a bayonet. I submit to you there is no simple solution to so complex a problem. Nor is there any comfort I can derive from the fact that we find it quite comfortable to send a boy to deal with that kind of a situation with plenty in his hands but nothing between his ears, to understand, much less to deal, with that kind of a situation.

Well, now I have a feeling and you've guessed that — I hope I have a thought or two to accompany it — that whatever else we do in our colleges and universities, if we don't help this human venture to survive, there'll be little luxury left to pursue any other objective for education. This is not to exploit or prostitute the learning enterprise to this sole end, but simply to remind us if we are not parasitic, that we are at a moment in history where the prospect of human survival is real and acute and where the educational enterprise, if it does nothing else, must surely give some attention to the education of its students adequate to that kind of task. So I welcome this conference attending to the international dimensions of our educational task, and since our speaker has just come in, I will stop without concluding, but maybe what I've said will suggest a dimension of mood that can be now appropriately punctuated in fact by our speaker.

"EDUCATION AND INTERNATIONAL UNDERSTANDING"

By DR. GEORGE Z. F. BEREDAY

DR. GEORGE Z. F. BEREDAY

My debt to Dean Olds is great, ladies and gentlemen. In the three minutes during which it was my privilege to listen to his presentation, I found the opening point of my own presentation. He spoke about our young servicemen abroad and the need to educate them for service to the world. This is also my main concern. Last Monday, I was on a plane flying from San Francisco to Honolulu. Unlike planes flying this route in previous years, filled with joyful tourists anticipating a holiday in those golden islands, this plane was filled with young soldiers enroute to Viet Nam. As an educator you face these nice, sincere young men in crisp military clothes, plucked from the hills of Kentucky, and you worry about their having to be deposited within forty-eight hours in the middle of Saigon — a culture, a country, a world about which they have heard literally nothing. You witness for the period of five flight hours the phenomenon of this brusque displacement of our young people henceforth no longer to be themselves, but ambassadors of our country. Every twitch of their muscle and every movement of their hand will have to testify to the goodness or the wickedness of our culture. When you face such a phenomenon as an educator you cannot help but come back with a heavy heart. You realize suddenly that facing us in the enterprise of our schools is the job of conditioning our young people, conditioning of all our people to be conscious of the world at large.

This year the proportion of eighteen-year-olds who will find a place in the institutions of higher learning or institutions of post-secondary education exceeds twelve per cent in only two countries. In no country of the world except in the Philippines and in the United States do we really talk about anything but education of leaders. In terms of our Hawaiian-bound plane, anywhere in the world when we talk about conditioning people to international life in post-secondary education, we would talk in terms of educating only the officers. But in two countries of the world: the Philippines, which for some unaccountable reason sends twenty-one per cent of its youth to post-secondary education, and, of course, first and foremost the United States, which now sends close to forty per cent of its age group to institutions of post-secondary education, the business of conditioning people to the world is very much the mass business and hence the duty of the junior colleges. The fortunes of these are ever-growing and expanding and in essence, they have become a most successful phenomenon of educational experimentation in the United States. Ladies and gentlemen, it is your job to shape the emotions about the world inside those newly issued crisp military uniforms.

We are also on the threshold of another hot summer Some unfinished democratic business in our own body politic threatens once more to erupt in our faces. The civil rights issue has been not only a device by which to traumatize our people torn between habit and righteousness but it has also been a means of triggering off peace movements. We must be concerned with the stands and activities of our students on the subject of peace — the way they march, the way they boycott, the way they strike are ways of learning by apprenticeship. As Seymour Lipset remarked, it is the Selma marches and the Watts riots that have shaped the activities of an international type among the students in 1967.

Facing ourselves, we realize that the world is on our doorstep. We must learn the mechanics for getting along with people whose experiences are different, whose habits are different, whose desires are different, with people raised in different areas of the world. The business of the world has to transcend our thoughts. The business of the world and how to get along with strangers is at the inner-core of the business of our country. The world is calling out to us. It will not let us forget it any more.

All Americans are starved for ideals in this age of opulence. We are perched on the top of a hill from which without ideals to hold us upright, every step must lead down. We are looking for a star to follow, searching to serve in the Peace Corps or in the various projects dealing with slum conditions, for some kind of fulfillment greater than the concern with material conditions. The world supplies us with such a cause, a place to live in, a place to merge with, a place once more to build a frontier in, a place once more to make our country young. It is our problem, as John Gardner put it, to stay awake on a full stomach, to be young in middle age. The world is most truly the greatest real entity that is facing us intellectually, personally, emotionally and religiously in our time.

Let me introduce you to this world as it is today. There is a city of Fortaleza in the province of Ceara in Brazil. A few years ago an athletic stadium was completed in that city. The city fathers, in designing the stadium, wanted to make sure that it would be of Olympic proportions, for who knows, one day Olympic games may come to the city of Fortaleza. Every day at eight o'clock in the morning the gates of the stadium swing open and on both sides of the gates two beggar women take their post. To incite the compassion of the passersby, they use as props, two dying infants in advanced stages of starvation. Next morning at eight o'clock the stadium opens again, and again the two beggar women take their station and again they hold two *new* dying infants in advanced stages of starvation. Three hundred and sixty five days make up a year and 365 infants, a veritable industry of starvation exists to incite the charity of the passersby. This, ladies and gentlemen, is the world of today.

Here are two more examples. There is an orphanage in Singapore run by the Salvation Army that picks up infants abandoned in the streets. When the little babies are brought in, their bodies are gaunt, emaciated and bedraggled. But I noticed one little boy — his cheeks were pink, his body was chubby, he was kicking vigorously. I found that that boy was taken care of by his own mother who was eleven years old and also a member of the orphanage. This too, ladies and gentlemen, in spite of child laws and everything we know about what young people should do, is the world of today. There is another orphanage, in the city of Taipei in Taiwan. Every once in a while, the receiving room children are passed on to other institutions and social workers at the orphanage sally forth into the street to bring in thirty or so new foundlings. They take only boys. This is characteristic of the Chinese culture where infanticide of girls is still an echo in the air. The thirty little boys are unswaddled and placed in cribs. Since nearly all were found in the gutters of Taipei, their bodies are covered with sores. Most are afflicted when the little uncircumcised infants urinate. So once an hour, a nurse bends over each tiny crib and dabs each little infant in the infected place with a weak solution of iodine — the only disinfectant at her disposal. Unless you have heard the wails that emanate from those thirty tiny cribs as the little babies are inflicted with the most excruciating pain known to man, you do not know the world in which you live.

When you do not know the world in which you live, you cannot communicate to the young people who go through your hands. You cannot tell them the importance of being an American. Not just a human being, but an American.

It is supremely important to Americans abroad to remember always that they are Americans. Let me illustrate this by a reference to the homeless children of the world. Four years ago we helped clean up the orphanages of Japan. After the second world war over 30,000 children were born of mixed-blood, fathered by passing American soldiers and local street woman. Four years ago these young children began to reach 18 and 19 and 20 years of age. The Japanese purchased a plantation in Brazil where a Japanese colony had been previously established. Here, the Japanese people are much less intolerant towards persons of mixed blood than they are in their own country where they are considered lepers. Now, those of us who are interested in the fate of mixed blood children are beginning to empty out the orphanages of Korea. The offspring of the union of the American soldiers and the local women who have been born in the early 1950's are now in their teens. We are beginning to place the twenty thousand still remaining in Korean orphanages in families in different parts of the United States. Two years ago in Viet Nam, when there was only a small group of American advisors, only eighty mixed blood infants were born. Last year 12,000 mixed blood children were born. You do not know the prostituted image of Americans unless you have seen in a gutter of Saigon ragged little creatures with blue eyes begging for food. You do not know the humiliation of being an American teacher through whose hands these young soldier ambassadors of our armies have passed.

You get a bitter feeling that we have failed to teach the dignity of what it is to be a person. We have not taught pride of fatherhood that prevents one from abandoning one's own blood in the gutter to be spat on by strangers. What a problem the world creates for us! We teachers have to infuse into our young people a feeling of what it means to be a member of the world. We must show the world we are truly decent, sincere people intent on improvement of ourselves as well as of others. How dreadful it is that these thoughtless acts, these negligences, undermine our image. How important it is for us to remember the world in our work.

Indeed, it is not only a problem of our wishing to remember the world in our work; the world of today will not let us forget it. We are the rich and they are the poor and sometimes we act as if all we wanted was for them to leave us alone so we can enjoy our riches. But they will not leave us alone. We find ourselves needled and pushed. We are forced to cajole them or scare them, or persuade them to be with us, to understand us. They the poor and we the rich cannot be separated.

The world will not let us forget it for three reasons. The first is the fantastic, yet little realized communication revolution. Last year I flew from Honolulu to Tokyo in a new jet. The time it took was seven hours. This year I flew from Honolulu to Tokyo on another new jet. The time it took was six hours. Within this year not very much happened in our lives, but as we went about our business the distance between Honolulu and Tokyo shrunk by one full hour. It will shrink more and more, until by 1975 the distance between Honolulu and Tokyo will be fifteen minutes, though it will take an hour to the airport and an hour from the airport. The world is shrinking like a lemon. Gone are the days when news of the Battle of Lexington reached New York in five days; when coaches were being advertised "New York to Washington, God willing, in two weeks." Gone are the days when in India there were always three governors, each appointed for three years. It took one year to sail to India and one year to sail back, consequently, there was always one governor on the ship going to India, one in the second year of administration, and one on the ship coming back from India. It used to be said that what you made in your first year you used to pay off those who appointed you; what you made in your second year of the governorship was your nest egg for the rest of your life; and what you made in the third year you used to pay off those who were going to investigate your administration. Remoteness of that kind is gone. The world is shrinking; it's becoming a tiny little thing. We are expecting one half million foreign students in our universities by 1970. The world will not let us forget it any more. It impinges upon our conscience, it cries for our attention, it howls at our doorstep. We no longer have a choice.

The second reason the world will not let us forget it is the commercial revolution. For a thousand years the economic procedures were simple; you went out into the field and you scratched the soil with your hands and managed to get just enough food to feed your dependents and yourself. Then about 150 years ago somebody discovered a different principle. If every region of the world would concentrate on what it did best, and then trade these respective advantages, such a plethora of goods could be released that there would be a sufficiency for all. In any case, nobody can be rich for long amidst a sea of the poor. When Henry Ford instituted the five-dollar wage on the grounds that that was the only way his workmen would ever be able to buy his Model T, he introduced a new era which we now practice collectively as a nation. We know that we must somehow enrich the others so that they can be partners and not simply recipients of our bounty.

The world unbelieving and still recalcitrant has entered into an age of commercial interconnection. I observed this attitude as I sat at a conference at the University of Delaware in Newark, Delaware, some time ago. Distinguished academic people were there and they were all bent on *reviling* the city of New York about which I have now accumulated some measure of local patriotism. They even had a nasty joke. "Why are there so many drunks in Manhattan — because that is the shortest way out of Manhattan." When I asked them for the reason of this hostility towards what after all is an imposing and impressive city — they told me: New York is short of water and forever threatened by drought. On Sunday night at 8:15, for instance when the commercial break comes during the Ed Sullivan show, everybody rushes to the bathroom and there is not enough water for all. To alleviate this condition, New York proposed to bring water from upper New York State through pipelines by tapping the upper springs of the Delaware River. It was observed in Newark, Delaware, that if somebody deflects a volume of water from the springs of River Delaware, the force of current in the Bay of Delaware will decrease by a few miles per hour. If the force of the current in the Delaware decreased by a few miles an hour, salt water from the sea would move a few more miles inland. If the salt water moved a few miles inland it would destroy certain cultures of bacteria that thrive in the soft water in the Bay of Delaware. On those bacteria feed oysters. The state of Delaware just invested millions of dollars in an attempt to develop a budding oyster industry. And now New Yorkers, these foreigners, where the minorities are in the majority, are going to take the bread away from the children of the taxpayers of Delaware. That is how interdependent the parts of our own country have become, and that is how interdependent the parts of the world are becoming.

Everytime there is a change in the price of fishing boats constructed in the stockyards of Maine, there is an immediate corresponding change in the price of rice on the stock exchange in Tokyo — a country which competes in the building of fishing boats. There is this tightening net of interconnection of different interests, of different nations. No longer can they permit us to forget them. They will cry in many voices to remind us that they are there, that they are our juniors, that they are younger brothers, that they are under our tutelage and care.

Perhaps the last and the most awesome reason why we cannot forget the world is the reason that came to me some twenty years ago. Then, at the age of 24, as a young commander of a parachute battalion, I stood at an airport in England, literally with my foot on the step of a plane. This was the day we were scheduled to take off to drop over Tokyo, three days preparatory to General MacArthur's planned sea landing. But we never took off because on that day the first atomic bomb was dropped on Hiroshima and inaugurated in a giant mushroom a new age about which we refuse like ostriches to think.

This new age is so awesome that we refuse to acknowledge it. Most of us think of the next war as if it were the last war. When the world hovered, a few years ago, on the edge of nuclear crisis over Cuba, I know professors at my university who rushed off to garages to buy automobile tires. They remembered that in the last war automobile tires were in short supply and they were going to lay up a supply. Others rushed off to the stores to buy a year's worth of canned goods. They had read that in England there was food rationing during the last war and they were not going to get caught short in this country. Others, perhaps more realistic, invested in rubber dinghies. They were going to paddle themselves and their families across the Hudson River from Manhattan to New Jersey and safety.

I catch myself frequently thinking of the next war as if it were like the Blitzes in London. I find myself thinking; I'm going to be making a speech to an audience such as you. All of a sudden from the nearest plant there will be a siren, an air-raid warning that is now only heard in war movies. We will interrupt our lecture, and file down to the basement where a reinforced concrete and steel air-raid shelter will have been prepared. We will sit and cheer ourselves up by singing "She will be wearing silk pajamas when she comes." While we sing the drone of distant bombers will be heard and crackling sounds will indicate that bombs are being dropped. If we are lucky and do not take a direct hit, within fifteen minutes there will be another siren from the factory — an all clear signal. We will come up to the meeting room and resume the lecture. That is how I catch myself thinking of the next war. Because that's what happened to me during the blitzes in London in the last war.

But all of us know in the deep recesses of our hearts that it is not going to be like this. Instead, I will be talking to you and you will be listening to me and all of a sudden without the slightest warning there is going to be an excruciating light. And five seconds later, those who still live will pick themselves up from the ashes and ask each other dazedly, "What happened?" That will be the beginning and the end of the next atomic conflict, and the most awesome single fact with which we, from day to day, are destined to live. The differences between us, between our neighbors, the rivalries between different political systems, religious animosities, tensions between men and women, all seem slight when compared with that awesome vision of total destruction under the shadow of which we are the first generation to live.

Our lives are hanging on the history of less than one minute. I was once watching a Miss Hawaii show in the open Waikiki Shell. It was midnight, all was dark except for the bright stage where gorgeous girls were marching on one after another. All of a sudden, the whole place became daylight. We had barely a chance to look around to see what happened before it became dark again. The cause was an explosion over the Johnson Islands, a thousand miles away, where we had resumed over-the-ground nuclear testing. Atomic power is an awesome and great power. If put to peaceful use, what marvelous work it can do for us. An economist friend of mine told me we presently have enough atomic power to turn an entire Sahara desert into an orchard within a year. In fact, the cheapest place to begin would be Sahara because we would not have to demolish the existing electric plants. Just think, an entire Sahara desert, an orchard. We could "fly now and pay later" and bask under the palms until we became brown, thereby finally eliminating the color problem. Certainly this is a most gorgeous vision of the future.

Unfortunately, the world's complex problems cannot be resolved so easily. It is most difficult for us to learn as a foreign neighbor of ours has attempted to teach us, that if you get mad at each other you take off your shoe and bang it on the table, thereby releasing your temper. If only we could compose our differences and live together in peace, what a marvelous power we would have. We cannot, we must not forget the world, it will not let us forget it for a very long time.

Usually when anyone talks with messianic zeal and fervor, he concludes with a message of love. How many times have we heard that if only men loved one another what a wonderful place the world would be. Thousands of gray-haired ladies standing on thousands of street corners handing out pamphlets proclaiming the virtues of this promise. Love of fellow man is not so easily achieved. I do not want to finish with this worn message. For a thousand years we have preached love of neighbor and it has not been fulfilled. On the contrary, "homo homini lupus est," man remains a wolf unto another — or as Gilbert Murray, the English philosopher put it, "Man never loved his neighbor except when he found it necessary to organize with him against the next door neighbor but one." We who have come from all parts of the world to live close together in America have a good idea of the problem involved in having to love one's neighbor. So long as they live over there in the bush and we live here, we can love each other to death. We can construct beautiful lesson units about "strange lands and friendly peoples." But bring the strangers close — across the street, house to house and love somehow weakens. Do we invite them for lunch, do we call them "sir", do we allow our children to intermarry, do we still preach love? Cold, bigoted, unreasoned hatred seizes our heart until we can no longer think rationally.

I do not want to complete my presentation with the stereotyped message of love. Certainly, I hope that love will come, but I believe that it can only be firmly established from knowledge. I would like to complete my presentation with an intellectual plea, a plea to teach about the world rather than the plea to love the world. I am even willing to accept the proposition that the result of my teaching will be hatred. I prefer rational, reasoned, to an irrational, bigoted hate.

I am willing to believe in the reasoning power of the well-informed human mind. What else do we have to base ourselves on? As a species we are a miserable spindly-legged lot. One trip to the beach vividly illustrates this. What a miserable oversized-head, weak-kneed kind of animal we are. We certainly are not as elegant as the horse, as industrious as the beaver, or as courageous as the locust. Unlike in our kind, nowhere does one see a female dog being bitten by a male dog. As Beaumarchais put it, "Man is the only species that drinks when he isn't thirsty, eats when he isn't hungry, and makes love in all seasons." We are miserable little ants, yet for some divine reason, some mystery hovering in the universe, there, mounted on that puny body of ours, is a powerhouse, this giant sparkling thing, this gyroscope, this red light on a policeman's car which bids us to claw at the darkness around us and become the masters of the nature around us. When I end with a plea concerning knowledge, I end with a plea to cultivate the most precious possession that has been given us by destiny — knowledge of the world.

This knowledge begins, like all knowledge, with trivial and unsuspected things. I would like to conclude with a few examples which illustrate how trivial things influence the world. How many in this hall have ever given thought to the proposition that in English "the clock runs." But when you translate that sentence into Spanish, it reads "the clock walks." In English, "the clock runs," but in Spanish "the clock walks." A few years ago there was a meeting of the heads of states at the United Nations in New York. Khruschev, blessed be his memory, came to this meeting representing Russia and Castro spoke for Cuba. At that time there was lively speculation as to whether Cuba would become Russia's satellite. Then Khruschev had invited Castro to a banquet at the Soviet embassy on Park Avenue. The time for the banquet was set at 6 o'clock. At the appropriated hour the doors opened and Khrushchev appeared waiting to greet Castro. At 6:45 he was still waiting. Newspaper headlines were being composed, telegrams were being flashed around the world "Castro purposely delays his arrival." The press believed that he wanted to show the world that he would not become Russia's satellite. But at 6:47 Castro did come, beard, chicken feathers and all. Without a word of apology he marched upstairs to become Russia's satellite. In Spanish "The clock doesn't run, it just walks." Certainly our relations with Latin America would be quite different if we realized this fact. Our President was down there again last week trying to resolve various problems with no idea that their clock walks. Certainly our relations with that entire region would be quite different if all American children learned and therefore all Americans who went there knew that in Spanish "The clock doesn't run, it walks." We go there with our bulldozers and our good intentions thinking of ourselves as "efficient." They look upon us and shrug their shoulders and think of us as "impatient."

Let me give you another example of the importance of the knowledge of the world. The Chinese people, who are so much on our minds today, have utter contempt for our civilization. They feel that since our bodies are hairy we must be lower on the tree of evolution. Furthermore, we eat red meat and smell accordingly. For these reasons alone the Chinese would not think much of us. Have you heard the latest

Chinese definition of American foreign policy? "A roar is heard coming down the stairs, but no one descends." Cold contempt. I asked a Chinese friend of mine, who is an American citizen and a friend of our culture, "Why is it that the Chinese have such contempt for the West yet copy absolutely everything we have? Even Communism is a Western invention." He replied, "I'll tell you. When someone in China dies, we place food on the coffin. We are 600,000,000 people forever threatened with famine. When somebody dies, we give him our life-giving substance — the food. Your Westerners have the buildings and the roads, but you have not solved the problem of man. When somebody in America dies, you are so unthinking that you do not even realize it, that you find it necessary to kill a flower and place the dying stalk on the coffin of the dead. You are at such a low level of personal culture and development that your customs find it necessary to duplicate destruction and loss. That is why the Chinese do not think very much of you. You have been ushered into this age in a flash of gunpowder and you will be ushered out in the flash of the Atom Bomb. The Chinese survived the Mongols, the Manchus and can survive 300 years of your civilization. If all works out well for them, within a hundred years their tourists will be coming to Manhattan Island and your descendants, wearing rags, will ask for a quarter to show them the ruins of the Empire State Building. It will be the same as the descendants of proud Rome do now when in rags they meet you at the pier and ask for a quarter to show you the ruins of the Coliseum." How different our relations with the world would be if we knew the intricate ways in which other people think. Our lives would be totally altered if we were all sensitive to the fact that the Chinese are of us and we are of them, and thus we owe them something.

As anthropologist, Ralph Linton, put it, "If there is still anyone among us who thinks of himself as '100 per cent American' he should realize that he has just uttered a sentence in which there are included Arabic numerals, Roman decimal system, — an Indo-European language, and the name of an Italian oceanographer, Amerigo Vespucci. That is how much there is to the statement that one is '100 per cent American.' " We have come from all parts of the globe. Our lists of names reads like the International Who's Who. We have taken treasures of tradition from every place, we, the unquiet spirits of the world, and in a wilderness, we have built a semi-perfect society. We have taken as a symbol a flag, which in my brief sixteen years in the United States has increased by two stars. It has a possibility of increasing by an infinite number of stars. We have taken from the rest of the world and are its pioneering project. As its model we are indebted to others for what we know and possess The rest of the world is waiting for the youth of our nation to acknowledge this long standing debt.

SARAH LAWRENCE COLLEGE INSIDE AND OUTSIDE THE COLLEGE WALLS

ESTHER RAUSHENBUSH

In a very short time, and in a very dramatic way, a large number of the conventional nineteenth-century preconceptions about education—even those we have most cherished—have vanished from our thinking, and many more are under the closest scrutiny. I would like to concern myself with one very important one—the rate and timing of education as they are related to its function in the life of our time.

The conventional idea of education as eight years in elementary school, four years in high school, and for the fortunate, four years of college, dies hard. But it is certainly dying. The amount of energy invested in discussions and institutional arrangements having to do with the relations between elementary, junior high, and high schools is one indication of this. The tremendous growth within a few years of the number of people going to college has caused even greater shifts in higher education, especially in the composition of the students in college, and, indeed, in our concept of college education. These changes are most dramatic at the two ends of college education—the beginning years and the ending years—two-year colleges and continuing education.

I suggest that the use of the old word "terminal" as applied to education in two-year colleges has either no significance now or very different significance than it had even a dozen years ago. And the term "Continuing Education," which less than a decade ago was new to the language, is now one of the commonest educational terms, and commonest concepts.

I want here to deal with three propositions that grow out of the current educational revolution:

1. The long-established idea of terminal education gives way to the new concept of Continuing Education.
2. Education outside the college walls joins education inside the college walls.
3. Continuing Education is the link in policy, practice, and purpose that unites education inside the college walls and education outside; education for the adolescent and education for the adult.

Describing education in the two-year colleges as "terminal" education had several different roots: (1) the student not able or willing to continue through four years of college went to a place where he could have a "terminal" two years; or (2) a student in a college which also gave a four-year degree could, as it were, "complete" something by taking a "terminal" two-year course.

The terminal two years were to give the student who did not complete the four college years either a practical, vocational kind of training, or in some way create a transition between the high school years and the years of work in the world, marriage, or whatever other mode of life introduced the young person into adulthood.

It was, and is now, the great opportunity of the two-year colleges, to give form and character to those years in ways that the four-year colleges have often failed to do. Too often in four-year colleges the first two years have been thought of as a kind of trial period, or an ante-room, through which the student must pass before he enters the last two years, the greater specialization of a major, and the preparation for graduate school. But too often, as you well know, those first two years in college did not lead to the second two years. Even in these days of competitive anxiety about college admission the proportion of students who leave college before they finish is very high. Throughout the country it has always been well over half—well over half of them settle for one or two college years —at least during these years of 17 to 21.

But more and more this is not the end of their education. More and more an education begun now, followed for only two years, becomes one of a series of periods, or experiences, or life-spans to which men and women return, in some other form, at some other time, later in their lives.

The education that is broken off, in a four-year college, and that is ''terminal'' in a two-year college will become more and more often in the next generation, one of the periods in a continuing educational pattern which, I predict, will, for more and more people, continue throughout their lives. The concept of formal education as something that takes place in the years of childhood and adolescence, giving way to the work or other activities of adult life, is a concept that is fast disappearing.

Colleges and universities, especially the large ones, and especially the public ones, are no longer the domain exclusively of late adolescents—the 17 to 21-year age group is only one segment, now, of such institutions. Men and women of all ages have learned that neither the inclination to learn, nor, increasingly, the opportunity to learn, can be confined to these years.

We really cannot any longer speak of ''terminal'' education in any sense; in the past ten years alone we have had enough signs that education for the future will be a continuing, or intermittent, or periodic experience to make us consider carefully what we should be doing about the education of the boys and girls who come to us during those important latter adolescent years of 17 and 18. I need not remind this group of the extension and proliferation of the two-year colleges of all sorts in the past decade. The group of two-year colleges represented here tonight has the principal responsibility, I believe, for determining what the style and character of these two-year institutions should be in this time of changing patterns of education. If you have your students for two years, in a world in which that will be the end of their education, it is one thing. But if you have them for two years, as indeed you now do, in a world in which this will be only one stage of their education which, in thousands of cases will be resumed later, your responsibility is of another kind.

I have dealt most of my life with women students, and am fascinated by the difference, over a period of only five or six years, in their attitude toward the place of their present education in their lives. Five years ago it was difficult to capture the attention of even our most intelligent college girls for the purpose of persuading them that neither life, nor the wish for education, nor the need for it, nor the opportunity to have it, ended when they ended their conventional college years. They were as conservative as we are—this was the time for study, and after it was the time for living.

It has now become possible to communicate to a young woman that her life after college will be a long life—much longer than her grandmother's, or even her mother's. That she will be young much longer. That she will marry and have children, and that at a time when her children no longer need her physical presence she will still be young, that she will no longer have an occupation, that the demands of the world around her will be great, that she should be able to meet some of them by service as a citizen instead of service as a mother, and that the education that seemed enough at eighteen will not be enough at 35 or 40. Education for women has moved a long way to establish that point of view in students in a short period of time. I think it is the obligation of every college teaching students during the final adolescent years, to establish the view that what may be enough for now, in the way of education, will not be enough forever.

This is as true of men as of women. For men who leave college after two years and enter the working force, in a world of technological change we can hardly imagine, although we see it before our eyes, the greatest hope for the long years of maturity and healthy physical life between nineteen and seventy, is the opportunity for growth that periods of education, however intermittent, will give them.

For men who become the leaders and executives in business and industry, the opportunity of meeting the challenges of technological and other changes in our society will be fulfilled only if they realize that a continuing or at least recurrent experience of education will be part of their adult lives. As you well know some of the most interesting and imaginative educational institutions today are those designed by large business and industrial concerns that provide education for the men they hope will succeed to the positions of leadership in their institutions. Now not all educational institutions are colleges or universities. Sitting with the educational officers of a great industry to discuss the education of their top employees one hears talk exactly like the talk of a curriculum committee of a college —although the students that are being talked about are men of thirty or forty, not boys of seventeen. Colleges and universities will increasingly be dealing with great industrial concerns in planning educational programs for men who left college at 22 or earlier and for whom new educational designs must be forged while they are working because what came before age 22 is not enough. And I am not talking about specialized, technical education that will help a man keep up with the technical advances in his vocation. I am talking about the programs in the humanities and the social sciences, the courses in literature and philosophy and history and art that are designed by cooperation between industries and educational institutions for the further or continuing education of the most promising men in these industries and businesses.

I think this will be the most obvious form continuing education will take for men, because most men must support their families and carry on their work; so continuing education for them will have to be related to their work. For women this situation is different, and will continue to be different. The chief occupation of most women between the ages of twenty and thirty-five will be the child-rearing, family occupation, and it should be. The tragedy for them is that they give their deepest attention to this occupation for fifteen or more years of their lives, and then wake up one day to find that their occupation is gone. Unlike the husband whose occupational life has continuity the occupational life of most women is discontinuous. For them, even more than for men, educational institutions must take into account this fact of life. They must be educated to know that this discontinuity will be part of their lives, and to consider how to design their future in their present. As educators we must give leadership both to creating the awareness and to dealing with the problem.

The education of every girl in those first two years after high school in which you can help to design her life, should involve some chance to explore the possibilities for a life of activity in her mature years. If we are successful we will increase her motivation for study, and give her a sense that each particular aspect and time of her life has its own necessities and style—school, college, work, marriage and the bearing and rearing of children—but that none of these is an island—each is a thing in itself and each is a transition or passage to another period of life, another set of demands, another kind of opportunity for using intelligence and talents for a life that has substance and purpose. If we put blinders on, and consider that our task is to concentrate on those brief two years, however important they may be, we cannot hope that our students will grow into the sense of the co-existing continuity and change that, together, give power and style to adult life. We must learn to educate them for what they have not yet become, not only for what they are.

II

This brings me to my second proposition: that education outside the college in our times joins education inside the college—that, whether we like it or not the walls are tumbling down, a college whether residential or not, like life itself, is not an island, and that the education of our students in the coming years will take place in larger and more important ways than ever before outside the college precinct, as well as within it.

One cultural development compels another, perhaps never foreseen. The tremendous chance for mobility, the greater social freedom of the young, the lengthening life span, the technological changes that have revolutionized learning and life have all affected the style of college education and will continue to affect it far more in the coming generation.

As parents we have given our children chances to see other places, other peoples, and other ways of life to a degree of which even their grandparents would not have dreamed. We have developed the health sciences so that life is longer and healthier than our ancestors could ever have imagined it would be. Babies and mothers do not have to die in childbirth, nor plagues carry off children in the early years of life. An affluent society has made us, in this country, able to provide experiences for our children even when they are very young, that are beyond the imagination of an earlier generation. It is blind of us who are educators to suppose all this can take place and still that young people will come to college willing to turn their backs on the complexities of the world outside the college and live happily within college walls as they expected to do even a generation ago.

They come to us having seen much more of the world than most of us had seen at 18. For this reason alone the education we give them must recognize the existence of a world immediately outside the college preserve as we have never had to do before. More and more of them, not only in two-year colleges, but in four-year colleges as well, will go to commuting colleges, or will live, in some way, outside the immediate jurisdiction of dormitory life. The campus, of even the residential college, whether two-year or four-year, will be less and less self-contained. The great fuss over parietal rules we have seen reflected in the newspapers, and that all of us in residential colleges know about from first-hand experience, is not a disease but a symptom. And it is not a symptom of a wild and sexually unrestrained generation of youth, but a symptom of the fact that the world is wider for them than it was for us, and unless we pay attention in education to its larger dimensions, they will find their own way of exploring those dimensions.

There is another reason for extending the education of college students beyond the college walls. More and more we see the consequences of our tremendous scientific, technological, and cultural gains—the dangerous consequences as well as the creative and enlarging ones. With industrial advance, the money to buy the fruits of technology and trade, the almost unbelievable growth in the range and character of possessions and services, even of the arts and the amenities of leisure, has come the catastrophic changes in the character of cities with tremendous opportunities for the experience of music, literature, the arts; and at the same time for crowding, depersonalization, the pollution of the air we breathe and the water we drink. To learn to make the most of the advantages of this suddenly developed civilization and to protect ourselves and our children from their hazards will be one of the most important functions of education in the coming generation. We will neither make the most of the assets nor deal effectively with the liabilities unless education prepares our students for both. And we cannot prepare our students for either without considering what and how this relates to the needs of the society they will live in for such a long period of their lives.

The liberal arts have been and are the source and root of undergraduate education in this country; and will continue to be. But they are no longer the private luxury of the few—they are the responsibility and opportunity of the many. The capacity to understand and enjoy music, art, drama is no longer a purely private experience—it is the responsibility of educated people to see that these experiences are available to all the people; and the civic responsibility for achieving this rests with the students we are educating today. It is not enough to support expensive cultural centers for the pleasure of the few who can afford them; it is essential that we support such experiences for the children in our cities, the adults for whom the classical opera house is out of reach, the people in the parks and in the public places where music and art and theatre can take place.

More than that, it is the responsibility of the students we are educating to do battle with the hazards and dangers that go with our increasingly industrialized life—to work for disease prevention, to battle air and water pollution, to deal with the problems of community health and of poverty and ignorance. We have given lip service to a faith in education for everyone—it is the coming generation that will have to make that lip service a reality.

These problems are stated in the books our students read in the college library, but they are a living, vivid reality in the life around them. We ignore at our peril the educational potential of this fact. It will not do to educate students about the world in the sanctuary of the library alone, although that is where the perspective that will make them able both to think and to act should be won. If we do not recognize the importance of the living world around them as central to the education of our students, if they are to understand the world into which they go from us, they will find it out without us—but the education we give them will be the less significant for our failure and they will come to have less faith in education itself.

The burdens and the promise of this time in history are quite vivid in the consciousness of the most able students of our time. All over the country they are speaking their minds about an education which, when it is like the education that suited well enough for us, is not suited to them, and they speak out against what has become the strongest word they find to criticize their education—its "irrelevance." We must face the world they see and live in, and make the education that takes place inside the college bear a closer relation to the world than often we would choose to do.

I would like to see us go quite far in this effort. I would like us to seek the most imaginative ways we can conceive of by which active work and study outside the campus can be an integral part of the liberal education of those of our students for whom such experience would be fruitful. There has been tremendous development in the past decade in programs involving a year of undergraduate study abroad. Many of these are enormously enlarging for our students; and some of them offer a pleasant change and a mild acquaintance with people of another culture and another language, without creating much change in the student who experiences them. I suggest that many students might engage in a period "abroad" in some aspect of life outside the college in activities that grow out of what they have studied in our classrooms; and then feed back into the classrooms when they return, what they have experienced outside. This kind of experience might greatly increase the relevance of classroom study for many of them.

The walls are indeed tumbling down, and certainly the protected, detached haven that the private, residential college once provided cannot be long maintained.

III

The third proposition I stated at the beginning is that Continuing Education is the link in the policy, practice, and purpose that unites education inside the college walls and education outside, education for the adolescent and education for the adult.

Continuing Education, not as the desultory, incidental, in-and-out experience many people have had in the past, but Continuing Education as a design, an institution, an integral part of the American educational system, is a developing force in our lives. I predict that before another generation has passed, systematic educational programs for adults that are comparable and parallel to the educational designs that we have traditionally created for children and adolescents will be in the bloodstream of our educational system. It will no longer be anybody's idea that the magic years from 17 to 21 are the only years for higher education. It will no longer seem strange that a young woman of thirty-five or forty should decide that the college education she abandoned at 19 for marriage and family is possible at thirty-five or forty because then she is indeed readier to make the most of study in ways she could not fifteen or twenty years earlier. I cannot count the number of times women in our own Continuing Education program have said to me, of their two or three years at the University of Wisconsin, or Smith, or any other institution—"It all means so much more, now; I didn't really know what it was all about, back there." We will come to see, not that it is an exception, but that it is a common experience, that the years between the end of adolescence and the middle years of life lend experience and wisdom that make study a rich and exciting experience. We are quickly getting over the rather patronizing attitude many people—including husbands and educators—had toward women who, when their children no longer needed their physical presence, found themselves deeply interested in using their minds, learning new things, discovering ways of using their talents for their own enlarging life and for service to the communities in which they live. The history of such service created by such women will make an impact of the first importance on the communities which benefit from the services their resumed education will enable them to give.

The most exciting thing about Continuing Education is that it is the only part of our general higher educational system I know that is being created (at least in the most productive places) around the particular populations they are designed to serve. Most educational systems in this country have been created out of an idea, or out of imitation of other good systems, or for a population which by now has changed out of all recognition since they were designed.

For one thing institutions educating young people in college, especially residential colleges, originally expected to collect more or less homogeneous groups on to one college campus and fit them into a program of the liberal arts, or something else that should be appropriate for them wherever they came from. Programs of Continuing Education will, I believe, not fall into the trap of trying to set up a single kind of program which should do for all people. Continuing Education programs must suit the particular population in the vicinity of the scene of the educational program; because most of them will draw on the public immediately around them. With the exception of some programs for men in industry or business who are sent some distance for special study programs, most of the people who resume education in the middle years will have to be educated near the places in which they live. That is the great chance of the two-year college. There will be thousands of them, public and private, in the coming decades—indeed it is in these institutions that most of our young people will be educated beyond high school. And they will also be the places, because so many of them will be rooted in the communities in which they exist, in which imaginative programs, of whatever kind that are most appropriate, will be established for the continuing education of those whose college education—or even high school education—was not completed during the years we have ordinarily reserved for education.

The education of a girl of 17 should be tremendously important to her, her husband and her children, when she is twenty-five or thirty; the education of a woman of 35 or 40 should be tremendously important to her, her family, and her community when she is 50 or 60 or 70. A man who is engaged in business or industry from the time he graduates from college until his retirement and for whom opportunities for further education were not present will be one kind of man and citizen at 40 or 50 or 70, and quite another kind if he is given the chance to resume creative study. What the nature and content of the study should be will depend on the institution that offers it, and the population it serves. Whatever its nature, whether for the head only, or the head and the hands, whether for private enrichment or civic service, it must be responsible and not superficial, not be merely a rescue from boredom but an agency of growth.

This is what we want education to be for our children; and that is what it must be for our contemporaries.

In the end what we should have in this country is a concept of education that is truly continuing—it reaches from the classroom to the city or the country around the classroom; and from the growing years of childhood and the searching years of adolescence into years of continuing inquiry that should reach to old age.

As educators, we can do something to bring this about if we will.

LOOKING BEYOND THE IVY COVERED WALL:

Some Thoughts On Interinstitutional Cooperation

Ernest L. Boyer

I. Introduction

Over 40 years ago, Henry Clinton Morrison observed

> In America we are not concerned with education
> we are concerned with schools.
> We have no education *system*
> we have in elementary school, a high school, and a college.

Morrison's point, of course, is perfectly clear.

> He suggested quite simply that we are more committed to education as an institution than as a process.
>
> Our aim is to build up school rather than to create a *system*.
>
> We are more concerned about security than about students.

Morrison's indictment of education seems related to higher learning in a very special way.

> Here the community college, the four-year college, the university, and even continuing education seem isolated from each other or are openly competitive.

This brings me to the single thesis of my discussion.

I submit that for American higher learning the days of isolation are past.

> Change is too rapid.
> Needs are too complex.
> Single programs are too restricted to permit fragmentation and isolated effort.

The solution I propose: is summed up in the single overworked word, "COOPERATION."

II. The Popularity of Cooperation

It doesn't take much courage, of course, to come out for cooperation these days. It's at least as popular as the Grand Canyon and apple pie. Togetherness is "in," and anyone who attends this type of conference should see to it—before he comes—that words such as "consortia," "association," "union," "collaboration," and "network" roll effortlessly off the tongue.

Even though I applaud and support the trend, I still remain curious about all of the goodwill, and even somewhat bemused by its meaning. It represents, to say the least, a strange turn of events. Through most of our history educators worshipped words such as "independence" and "autonomy." College catalogs rhapsodized about "the isolated college on the hill." Now all of that has changed. Deans, presidents, and even an occasional faculty member insist we all belong together. Indeed, the dash toward togetherness is now so intense that Vassar looks longingly toward New Haven, and the President of Cornell tells his Princeton friends that all of us are now a part of one vast "system." As you recall President Perkins, in his recent lectures spoke approvingly of an interlocking educational network that runs "through the department, through the college, the university, the state, the regional compact, the national association, and the international body." Talk such as this, which conjures up a kind of academic "Uncle," should convince even the most reluctant joiner that, for better or worse, interinstitutional cooperation is here to stay. The concept is real and present—but the substance seems curiously elusive.

III. The Vagueness of Cooperation

What I am trying to say is simply this: while I too have joined forces with those who favor cooperation—at the same time, I take no comfort in the present giddiness about "togetherness." Indeed, I'm convinced we've grown maudlin over the idea and we've substituted sentiment and goodwill for hard thought and careful planning. We have become so busy praising the prospect of unity so that *talk* about cooperation runs far ahead of *achievement*. Let me be still more specific: during the past decade or so literally hundreds of private colleges have joined forces in one cluster or another. The marriages—or courtships—are justified because of proximity or common academic or fiscal concerns. Many of these alliances generated a burst of goodwill. Enthusiasm flourished, and for all the world it seemed that the "Amana spirit" had been reborn once again. Just as in the communal colonies of old, all things were to be held in common. Self interest was too completely swallowed up by the common good. But as time has passed, so has the zeal. More often than not the partners have remained confused, or intentionally fuzzy, about steps they have taken or intend to take to move from dream to reality.

State systems have fared no better. A scattering of autonomous public institutions in a state have been brought together by mandate in order to make sure that the use of the state's resources represents fiscal and educational sense. And yet, long after such alliances are bureaucratically decreed, the coordinating councils, or what have you, that "oversee" the "system" often are hard-pressed to find ways to make the program work.

This, then, is the hard reality. Cooperative schemes are everywhere, and yet we are still very much in the dark about this thing called "partnership in education." There is confusion—dare I say disinterest?—in the basic question of just how two or more colleges actually can work together. We have a vague notion that for educational reasons, we *should* work together and that for political reasons, we *must* work together. And yet, few of us have found ways to move from this vague commitment to a program that actually makes sense.

IV. Barriers to Cooperation

First, there is the obvious problem of a shallow commitment. One of our problems, of course, has been our unwillingness to talk openly about the large and deeply rooted barriers that stand in our way. In order not to duplicate the error I should like to look quickly at three of the roadblocks to intercollege cooperation. There is the intensity of our own self interest, which we are unwilling either to admit or to alter. As I see it, all attempts at collaboration will fail unless those who enter the partnership understand just what is at stake. Cooperation is an investment. As such, and like all social contracts, it requires that some autonomy or self interest be surrendered to a greater good. You cannot talk about the exchange of faculty, about the transfer of credit, about the use of videotaped lectures, or about the building of a common library without facing the fact that all such schemes require some surrender of independence. In a truly cooperative venture, decisions heretofore made locally now must be reached collaboratively. To put it pointedly: *joint* effort means that *jointly* defined problems will be *jointly* solved.

Several years ago I directed a project that linked a large university with 24 surrounding elementary and secondary districts. The goals of the venture were nobly stated and enthusiastically endorsed. All partners agreed to work for greater continuity in the curriculum, new schemes in teacher improvement, and increased interschool use of faculty. After directing the project for three years, I can assure you there is a great gap between talk and action. Progress was made only *after* it became clear to all that curriculum improvement meant that curriculum planning had to be carried out *together,* and *cooperative* inservice courses for teachers meant that the wishes of *many* districts must be considered, and that *sharing* faculty among districts called for an *interinstitutional* analysis of faculty loads. Simply put, discussions which historically were developed in isolation now had to be talked out with colleagues down the street. I repeat: to enter an alliance requires that the partners give us something. It means that independent institutions surrender isolation for a greater good. It calls for a new way of thinking about how students learn, about where the resources of the colleges should be located, about the role of the professor, and, above all, about the independence of a single institution. Traditionally we have been unwilling to reexamine these fundamental issues. This stands as a monumental barrier to cooperation—and we should admit it.

There is, of course, good reason why we approach the whole idea of cooperation so cautiously—and this leads me to the second barrier we must discuss. The fact is that in spite of our gentility in higher education, we still haven't learned to trust each other. We are suspicious of what goes on at other levels of learning, and we are quite convinced that if we are not constantly on guard someone either above or below us will do us in.

This suspicion is no more apparent than in higher learning where the two-year colleges, the senior colleges, and the full universities each look with reservation toward the other and question the motives or the competence of institutions at other rungs on the academic ladder. Since this is such a sizeable barrier to cooperation, I wish to analyze the problem a bit more fully, especially as it relates to the two-year college.

My experience has been that the two-year colleges are especially sensitive on this point, since they have labored so long in the profession as a stepchild. They often do much of the work and get little of the credit. The spectacular appointments, the costly facilities, the special programs, and much of the money seems to go elsewhere. On top of all this many colleagues at the senior colleges seem constantly to be suspicious of the job being done under the handicaps that seem to weigh heavily on the "two-year sisters." There is, in short, a kind of pecking order which keeps us apart. Community colleges fear that too much cooperation with senior institutions will swallow them and they will lose identity and freedom to act. To keep the record straight I wish to make it perfectly clear that I deplore a layer cake approach to higher learning. I detest the notion that the further along you go in education the better it gets. This is a myth that is absolutely false, and the sooner it is destroyed the better off we'll be. I am convinced that the community college movement is a wave of the future. It is helping us fulfill America's own commitment to itself. The difficult and wide ranging tasks taken on by your colleges are both very necessary and very noble and, at the same time, exceedingly difficult. I insist, in short, that there must not be the slightest suggestion that the two-year colleges are to assume a second class citizenship. If this mentality is keeping colleges apart, it must be destroyed.

May I say, however, with equal candor that sometimes the intercollege rivalry is not always of our own making and sometimes we charge wrong motives where they do not exist. For example, it is my conviction that we often are victimized by the press, the professions, and the public, which still seem enamored of the prominent names, and dramatic research, the Nobel winners, and —God help us—the nationally ranked athletic teams. As a people we still prize the dramatic headline, and the spectacular appointment, while we overlook the solid successful efforts to educate our children in hundreds of classrooms. Therefore, in spite of the best intentions a research appointment at a university that has research as its special mission will make the New York Times, while the strengthening of faculty with a first rate teacher goes unnoticed. We are—I am saying—victimized not so much by sinister motives on the part of our colleagues as by the false or shallow standard of values that seems to dominate the institutions and agencies that surround us.

One other point. It is true that the investments made in a university, for example, often are dramatic when compared to the resources available to a community college. Bear in mind, however, that these budgets often pay for costly new specialized programs which the university has a special obligation to support, but which would only distract the community college from fulfilling its own special mission. In short, larger budgets are not necessarily investments in better teaching. They may only reflect the university's attempt to assume a costly social or research burden. Further, these university centers, because of faculty self-selection, often do attract senior men who possess rare qualifications or an unusual degree of experience. Differences in salary may reflect the added experience and training rather than a capricious administrative attempt to promote one level or type of institution at the expense of others.

I have pursued this point not in a spirit of defensiveness but rather in order to say that occasionally our suspicions of each other make cooperation all but impossible, if we are ever to build the bridges that must be built, we are compelled to be open and candid about these suspicions. We must try to identify the circumstances that give them birth and cause them to persist. And I can honestly say that in the system of higher learning within which I work, there is a determined effort to provide each institution with all the resources it needs to fulfill its special mission. Excellence—in short—is not related to level but to mission and I am concerned that each level of education develop the quality of program for its particular constituents that will justify full support. If we can create an atmosphere where in each institution judges its needs according to its purposes rather than in a spirit of envy. The prospects for meaningful collaboration will increase sharply.

The third barrier to cooperation is deeply rooted in the faculties themselves, and stems from pressures generated by the profession. As things now stand, professors are rewarded for activities carried on in isolation, for efforts that focus on the career rather than the institution. More often than not, professional payoff—salaries, tenure, and promotion in rank—comes to the man who gives himself singlemindedly to his own discipline—the specialist who surrenders the tyranny of his profession. Anyone who looks seriously at larger problems of the college, or who works with colleagues from other institutions, does so at his own risk. Professors who take time to develop cooperative courses, who plan joint seminars, who develop indexes for a new library system, who set out to learn how to lecture, often risk professional isolation. All too often colleagues look on such efforts as detours, and they may prove fatal.

Even so, I submit that an enlightened view of higher education's obligations and opportunities require members of a teaching faculty to be involved in inter-institutional cooperation. Indeed, many professors are eager to join such efforts. If, however, clusters of colleges agree to work together, they also must agree to reward people who put aside traditional commitments in order to make the cooperative project work. The institutions must declare that such efforts will be given the highest priority and that faculty who participate will be fully recognized when salaries are raised, promotions are made, and tenure is awarded.

V. The Benefits of Cooperation

So far I have devoted myself largely to warning against undue optimism about cooperation. I have tried to make clear my scornful view of those who wear the veneer of collaboration simply as a cloak of respectability, and I have tried to identify the divisive barriers that surely must be overcome if cooperative efforts are to take root and thrive.

I wish to end on a more hopeful note. Drawing from some recent experiences of my own, I want you to know why I do indeed believe in togetherness, and I wish to leave you with some specific examples to illustrate just what, in fact, can be done.

First, I believe in cooperation since it is a means by which administrators can be enriched.

There is, as we all know, something terribly lonely about running a college. Only rarely and cautiously can a president let his hair down. It is not possible for him to spend much time thinking about the big ideas that make the world turn or keep it from turning. He is too fixed on the treadmill of conferences, trips, budget making—all of the sometimes mindless busyness we call administration.

To combat this disease 45 State University presidents banded together last summer for a statewide summer retreat for college presidents. Fifteen presidents with their wives went away for a week, read books, relaxed, talked informally with such men as David Reisman and Phillip Noel Baker. The encounters were invigorating and, from what I have heard, the results were positive. My particular point here is that this had to be done *cooperatively*. The presidents drew strength from each other. Even in the simple yet crucial matter of enlisting Reisman, it was possible to get the Harvard professor away from his Vermont farm only because the project was a collaborative one in which all of the presidents of an entire system had banded together in response to a common need. The strategy was right and the invitation irresistible. On one level, then, we should cooperate simply because as administrators we need each other.

The virtues of togetherness show up at yet another level. As I see it, we need to cooperate so that the academic disciplines can be strengthened. Since faculty do attend conferences from time to time, they are not so overwhelmed by the isolation and professional loneliness that seems to plague presidents. Even so the faculty contact usually occurs at national meetings or vicariously through professional journals. Rarely do colleagues within a state or a region, or between two levels, make an effort to compare notes and stimulate each other. Nor do they often call upon their counterparts at closeby campuses to serve at visiting lectures.

Here again we in the State University have been testing ways to overcome this deficiency through intercampus cooperation. Last year we launched a project called Conversations in the Disciplines. Under this program any academic department in the system can plan a statewide or regional conference and invite colleagues from across the state or from a region. Contact among the two-year institutions, the general colleges and the university centers is especially encouraged. The conference is partially underwritten by a grant to each host college.

We have moved to increase intercampus faculty contact on yet another front. There is within the State University of New York a selected number of faculty members who hold the rank of Distinguished Scholar. These are men who perform with distinction on their own campuses and who are in demand as lecturers and consultants across the country. Rarely, however, do they appear on other campuses within our own system. Recently, with some planning and coordination, it has been possible to organize a visiting scholar program which brings these distinguished members of our faculty to other campuses in a systematic fashion which extends their impact across the state. This educationally enriching project possible today simply because the barriers of professional isolation are crumbling and the concept of collaboration is becoming respectable in the academic world.

Cooperation makes it possible not only to share faculty talent among the campuses, but also for institutions to attract resources from outside the system. Two brief examples will suffice. Recently State University organized a Scholar in Resident program. The aim is to bring not to a single campus but to the entire system visitors of national and international reputation. The appeal of serving many campuses has made it possible for us to bring to New York Jose Figures, Ralph Tyler, Richard McKeon and Jerrold Zachiarias—and this, we are sure, is only a beginning.

The validity of this cooperative strategy has been tested on quite another front. We have within the university an intercampus Committee on the Arts. One goal of the group is to bring to the total system professional artists to enrich many of our campuses. This past year, at the outset of the program, we have had the Joffrey Ballet in residence, and the Buffalo Philharmonic has traveled to a dozen of our campuses through a coordinated plan. Next year this intercampus arts program will expand dramatically. Cooperation, as I have said, makes it possible for many campuses working together to attract talent that would probably be unavailable to any single collegiate institution.

I have chosen simple examples which I am convinced any cluster of institutions can emulate if they take the time. Further, I have chosen these illustrations to stress my belief that any initial move toward collaboration must promise immediate, perceptible benefit to all participants and must avoid probing sensitive, complex issues. The difficult projects come later—after people learn to enjoy the blessings of togetherness.

Such ventures have a self-escalating quality. Action breeds action. Enterprise sparks enterprise, and even if early efforts are not howling successes, the byproducts cannot be ignored. Cross-fertilization, a breakdown of institutional isolation, and a reciprocity of respect are of immeasurable worth. Most importantly, quick action is required to ensure that the whole idea is not smothered by lethargy. I repeat, however, that these critically important early moves must focus on projects that pose little threat to existing structures. They must start at points where advantages are obvious and conflicts minimal. To wade into schemes that call for a radical overhaul of each college is to invite failure.

I do not wish to suggest that collaboration ever should be bland even at the outset. But I do propose that early cooperative steps involve projects that are quickly achievable and clearly beneficial to each participating institution.

If we succeed at these projects where much is gained, we may develop the mutual trust and spirit of selflessness we need in order to do even many simple and obvious things. Eventually in this way we may surmount the barriers that keep us apart—and then move on to productive cooperation in sensitive, vitally important areas.

There is, for example, a need for better curriculum coordination leading to more rational transfer opportunities. Surely we should seek easier exchange of our library resources, and we must have a clearer understanding about the transfer of credits.

These are just a few of the middle level problems which, in my view, can be solved cooperatively in the immediate future. If we can accomplish this, we should eliminate some of the confusion without and lessen the suspicion within. Our lives would be less turbulent, of course, but more importantly, life would be easier and education more meaningful for the most important person in our professional world—the students.

PANEL I

INTERNATIONAL EDUCATION

MODERATOR: Robert McKinney *(Dutchess)*
ASSOCIATE MODERATOR: Dr. Eugene O'Neill, *(Farmingdale)*
RECORDER: Dr. Rollo Wickes *(Canton Ag & Tech)*
ASSOCIATE RECORDER: Richard J. Nachtsheim *(Kingsborough)*
PANELISTS: Miss Kathryn Parke *(Cobleskill)*
Prof. Wayne Kroutil *(Alfred)*
Dr. Charles V. Groat *(Auburn)*
Walter M. Albrecht *(Orange County)*
RESOURCE PEOPLE: Dr. Glenn A. Olds *(Planting Fields)*
Dr. Frank Carrino *(Albany)*
Sidney Gelton *(Stonybrook)*
Dietei Laschoek *(Stonybrook)*
Oscar Haac *(Stonybrook)*

INTERNATIONAL DIMENSIONS OF THE TWO-YEAR COLLEGE

DR. CHARLES V. GROAT

We are today focusing our thoughts on the subject of how the junior colleges can play a more significant role in the field of international education. This field indeed covers a broad spectrum and there are those who say that the two-year college should not concern itself overtly with the problems of internationalism, world affairs, exchange programs, and area studies. They pontificate that these are more properly thought of as belonging to the larger and more heavily endowed 4-year units. They tell us that we already have the enormously difficult task of educating a highly diversified student body and that we should confine ourselves to that noble undertaking. However, I submit that because we are already dealing with a highly diversified student body, we are all the better equipped to deal with the foreign student and the foreign faculty member. Indeed, our very make-up ought to be conducive to viewing the world as our community.

In this age of rampant nationalism the hope of international cooperation and mutual understanding must be advanced. Rather belatedly, institutions of higher education are moving in this direction. Today, New York State University clearly recognizes the responsibility of this "one-world" concept. Americans are woefully ignorant of the background and culture of many of the emerging nations in various parts of the world. Of the many great languages of the world most Americans are almost totally ignorant. World geography is almost a forgotten discipline. We need to catch up on so much.

Recognizing this need and deficiency, the State University has established an entirely new unit located at Oyster Bay, Long Island, known as the Center of International Studies and World Affairs. Dr. Glenn Olds, formerly the president of Springfield College, has been named as Dean of this program.

Speaking in this vein, Dr. Samuel B. Gould, President of the State University said, "The Goal of the University is a graduate of international understanding and a University of international service." It thus becomes the responsibility of Dean Olds to implement this policy.

High on the agenda at this new center is a broad and comprehensive program of study abroad—both for students and faculty. It is hoped that by 1970, 2½% of the students and faculty of the State University will be studying on campuses outside the United States. Overseas Regional Centers will be established. Already there is one such center located outside of Paris, in France. These centers will coordinate and administer the university programs. Eventually, these centers will be established on each of the continents and wherever needed. Cooperative programs will be worked out between the State University and sister institutions abroad. Visiting professors from abroad will be used increasingly. On the various campuses in New York State foreign area study programs will be established. Foreign languages will be given greater priority. The fields of anthropology, literature, sociology, international relations, political science, geography will all be involved.

Now we come to the question of what can the junior colleges do in this respect? Naturally, the larger four-year campuses with their greater resources will be more productive. In some cases, they have already drawn from all over the world for their faculty. Their student body is already more international in make-up. They are sometimes more able to get such programs funded in their budgets or to get special appropriations for this purpose.

We at Auburn Community College are moving ahead in our planning in this respect. A year ago we established an interdisciplinary committee to study the potentiality of internationalizing the curriculum. We have attended work sessions at Planting Fields. We have already introduced new course offerings in the general field of foreign area studies. We now offer a program of Russian studies which we hope will continue to grow in the future. Last summer we introduced a new course, *East Asia in Modern Times* which has proven to be popular. Under consideration right now are two new courses: *Latin American History since 1830,* and the *History of Africa Since 1750.* These are areas which will most assuredly figure prominently in the events of the future.

Auburn Community College has a modern and well equipped language laboratory. We now offer French, German, and Spanish. We have also offered Russian in the Evening Division our offerings in the field of foreign program. We will continue to expand languages.

Suddenly it appears that foreign students on the campus are very desirable. We are reminded of the old cliche that "every campus should have one." It thus becomes "the thing to do," taking on the attributes of a status symbol. Perhaps there are already agencies which guarantee to provide a campus with one or more foreign students. No doubt, these would be known as "instant foreign students." The foregoing is submitted with a note of whimsy. It does represent, however, how we should *not* look at the foreign student commitment.

Our foreign student population at Auburn necessarily has been small though we hope it will grow. In the past several years we have had students from Iran, Kenya, Cuba, Argentina, Venezuela, British Honduras, Korea, Hong Kong, and one student is coming from Zanzibar. These students have come in small groups of two or three. It would be much better to have a contingent of foreign students from a given region to come as a group. This enables them to keep their identity as a national group while providing moral support for each other.

Hopefully too, we will be able

to reciprocate this exchange program whereby Auburn students spend perhaps a semester abroad or a summer study program abroad. In the not too distant future I can see a group of fifty Auburn students being located abroad in one of the University centers or through some mutual exchange with some similar institution in a foreign country.

We can well look forward also to a faculty exchange. How beneficial it would be, for instance, for our African affairs man to be able to spend a year in Africa teaching. What a culturally broadening opportunity it would be for our own student body to be able to bring in professors from foreign countries to give lectures on the culture of their own country.

There is much that a small college can do. There is the possibility of two or more small colleges developing cooperative programs where both costs and benefits are shared. There is the possibility of the small college using the resources of the much larger university which may be nearby. There is also the potential of the recently passed International Education Act which will provide funds for experimental programs of this type.

We had notable success last year with the introduction of the first Model General Assembly held on our campus. High School students from all over New York State came and represented the various member nations of the General Assembly. Many youngsters gained firsthand experience in the inner workings of the United Nations. This program was repeated this year and was very successful.

The junior college teaching staff should involve itself more in the Fulbright program and other exchange arrangements to provide the leavening influence which results from this type of interaction.

A resource which should be utilized more fully is the Retired Professors Registry, and also the increasing number of foreign service officers who are retiring in their early fifties. This represents the collected wisdom and talent of a great number of trained people which could provide enrichment to both curriculum and staff.

Auburn Community College, following the lead of the State University, is forging ahead in the promotion of foreign area studies and international understandings.

To date, we have been on the periphery of this exciting development. It would seem to me that the spirit of innovation which has all along characterized the junior college in the field of general curriculum devlopment, will now serve as the catalyst in the pursuit of these very worthwhile objectives.

THE FOREIGN STUDENT ON THE COMMUNITY COLLEGE CAMPUS

A Short Cut To International Understanding

WALTER M. ALBRECHT
Associate Professor, Orange County Community College

Although the community college is designed for the commuting students, it does have some who come from other states and a few from foreign countries. The community college can benefit from the presence of such foreign students, and they in turn may find that the community college has certain advantages over the large four year institutions. What are the advantages to be derived to all parties, and what are the problems which will have to be dealt with?

The community college student tends to be provincial in outlook. At my college, which is sixty miles from New York City, there are numerous students who have visited the city perhaps once on a school class trip, never with their family or on their own. I have met a few who had never been there.

I assume that it is beneficial to our students to travel and broaden their horizons. Part of that experience is to meet people different from themselves. The next best thing to seeing the world is to have the world come to your doorstep. This can be achieved by becoming acquainted with foreign students on the home campus.

Orange County Community College always has a few foreign students. This year there are eight officially listed as foreign students, as follows: Dominican Republic—2; Jamaica, B.W.I.—1; Italy—1; Ecuador—1; Lebanon—1; Thailand—1; Israel—1. These are officially classified as foreign, which means that they are here on a student visa. There are some others who only recently came to this country on immigration visas and thus qualify as bona fide residents. Their problems are the same as the other foreign students. Some of our Cuban refugee students belong to this classification. Some foreign students brought here by relatives have in the past been advised to get immigration visas so they can find summer work. At present I know of a girl in this category. The danger of the draft has caused her brother to enter on a student visa.

In considering the problems of the foreign student, I would stretch the definition of foreign to include anyone who still has adjustment problems due to their coming from another country, especially language problems. In considering the benefits which the local student body can derive from them, I would stretch the definition of foreign student to include anyone who is sufficiently different from our local students to offer them new insights into the ways of other countries.

I can see three major problem areas:

1. How to attract more foreign students.
2. How to help the foreign student gain the most out of his American education.
3. How to make better use of the foreign student as a resource person.

Students in overseas countries are generally not familiar with American colleges. They have heard of only a few. Before I came here, too many years ago, I thought there were only two that mattered—Yale and Harvard.

I realized that there were others but I did not consider them. In the twenty-five years since then, I assume, the United States Information Service and other agencies have made the overseas applicants aware of the wide variety of four-year institutions. On my trips to Europe and South America, as well as talking to African students, I found that they have never heard about community colleges. At the same time I found that many of them would be better served at a two-year college. The admission standards at four-year colleges, particularly Ivy League, are such that the competition for the foreign student is more formidable than anything he has encountered at home. The Community College which has a good counselling set-up, remedial courses and someone who sepcializes in helping students to transfer, can help the foreign student to make the transition to a four-year institution that is best suited to his needs. It can also provide a more complete and practical education for the student who can not afford to study more than two years outside of his country. All of the arguments favoring a two-year college for American students, hold equally true for the foreigner, except, of course, the one argument about being close to home.

Four-year institutions seem to recognize the value of the community college for some of the foreign students. Columbia, for example, has referred foreign students to O.C.C.C., such as two Japanese last fall. One of the South Americans presently on our campus, who has no academic or language deficiencies, nevertheless chose the community college because it offers him assistance in making a wiser choice of careers and four-year college selections. His sister had come from Ecuador to Adelphi. She did not like it there despite a 3.0 average. She received no encouragement or help when she wanted to transfer to another college more suitable to her needs. On her own she selected Harpur, where she now is a top student, majoring in linguistics. She then advised her brother to start at a community college to gain the extra time and assistance for planning an American college career.

Noting the advantages they have to offer certain foreign students, the two-year colleges, especially the community colleges, should keep reminding of these advantages the various agencies which help foreign students come to this country.

How do foreign students now come to the community college? In my experience at Orange County Community College, I have found the following reasons:

1. The student has a relative in the country who encourages him to come to the U. S. to study. For example, there is a Cypryote community in Newburgh which has helped a couple of boys to study here.
2. Faculty, alumni, or just local boosters travelling abroad, engage in a bit of propagandizing in favor of their college. A Middletown minister, for example, met a promising young man in Norway and induced one of the service clubs to sponsor him. One of our faculty members is presently sponsoring a West Indian student.
3. A student is referred to us by a four-year institution which

feels we can serve him better, such as the referral by Columbia mentioned above.

4. A high school exchange student is found to be ready to take a limited college program. We have had one such case at O.C.C.C.
5. The student actually is an immigrant resident in the country. We have had many such students, some of whom were overseas brides of service men stationed at Stewart Air Force Base.

What are the problems of these students?

1. Foremost is language difficulty, except of course, for those who come from English speaking countries like our Jamaicans. But for the others even those who appear to be quite fluent in ordinary conversations there may be serious difficulty in coping with the larger vocabulary required for a college subject. The speed and sustained delivery of a lecture course are also a formidable challenge.

2. A major problem, I think *the* major problem, even though language difficulty is more apparent, is the cultural differences. Many foreign students come from a culture that is so different from ours in feeling and thinking that we often fail to understand their actions or motivations, and they ours. For example, we tend to be consciously rational, whereas some of the cultures from which our students come, may be more intuitive, sensitive, and inspired by their religious faith. Human relations may have more importance than intellectual achievements. Thus, to be present at a family event, may take precedence over taking a test. Let me give you just a couple of specific illustrations. One of our students came from a small village in Cyprus in which an annual procession with a saintly relic produces rain. The student would not date a girl unless she was approved by his family. Another of our foreign students is intensely religious, observing special dietary restrictions and scheduling classes so as not to be in class or even travelling in a car on the sabbath. Status may have different connotations for the foreign student than for the American. One of our Norwegian students in need of a job, was horrified when the placement service offered him a temporary but quite well paid job as a dishwasher. He considered it also beneath his dignity to work as a painter, preferring a simple library job which paid about half as much. Another student from a West Indian country would not accept a job that did not have a learned connotation. Thus a job as check-out girl in a supermarket was rejected in favor of a lower paying job as check-out girl in the college library. A decidedly Indian looking Colombian student complained to me that he had been asked whether he was an Indian. It turned out that being Indian to him meant going around with a blanket draped over one shoulder—in other words, living like an Indian. The designation Indian had class connotations rather than race connotations.

3. Difficulty to adjust to the fast pace of American life is a problem for many, particularly students from tropical countries, such as the Caribbean Islands of Latin America. The result may be tardiness, inadequate time to do homework, poor allocations of time in doing tests, or missed appointments.

It may also cause slower reading pace, more methodical but with less ability to scan a page.

4. Another problem is the difficulty they have with American educational lingo, such as the meaning of matriculation, aptitude tests, credits, quality points, pre-requisites of various unexplained abbreviations. At the same time they become frustrated with our inability to understand their systems of "forms" instead of classes, types of schools, promotion system and certificates. They are often told that graduation from one of their high schools, such as the "Gymnasium," is equivalent to at least the first two American college years. Our Norwegian student showed us a letter from his embassy which made this claim. Unfortunately, some American colleges still do accept students from some foreign countries into advanced programs, thus tacitly downgrading our own high schools. Experience at Orange County Community College has shown that our foreign students are not all among the brightest; on the contrary, their abilities range similarly to all students.

5. If he is aided in some way by an agency promoting the study by foreigners in this country, they have the obligation to pursue a course of study leading to knowledge or skills which are needed by their home country. I have nothing to substantiate this, but I suspect that far too often this is not considered. A student here from South America, on a special grant program to upgrade the teaching of English in his home country, attempted to stay in the States when it came time for him to return, thus defeating the whole purpose of the grant.

6. One problem we have encountered is due to our lack of dormitory facilities. Foreign students have difficulty finding suitable rooms to rent. In addition to color prejudices, there seems to be prejudice against foreigners in general. Several landlords have made excuses so as not to have to take in students with foreign, particularly Spanish, accents. Fortunately we have always found other landlords who went out of their way to accommodate foreigners.

7. Other problems are not necessarily confined to foreign students, but may apply to anyone from some distance away. For instance, they generally underestimate the cost of college life. Foreigners, however, have more difficulties getting a job than our local students. There are two reasons for this: working restrictions which are part of their student visa conditions, and employer reluctance to hire someone with a language problem. There also may be prejudice at work. As a result, most of our foreign students have found themselves in financial difficulty. We have had to bail several of them out through personal faculty generosity because no other avenue was available.

8. The long week-end with no place to go, is a problem for all out of state students in a commuting college, but I believe that the foreign students feel it more than the American student. Having no car in a mobile society is an unforeseen hardship. They are used to public transportation, which, in their countries, is more frequent and widely available.

Recommendations—How can we help?

In identifying foreign students, we should address ourselves to all those who wish to be considered as such, whether they are here on student visa or as immigrants.

Regarding the language difficulty, there is little we can do at present except perhaps encouraging some with the worst problems to delay entering until they have taken English in an adult education program at the high school. Some might benefit sufficiently by just waiting a few months before entering. This is possible for those who are immigrants and can work for a while, or those who have relatives to support them while they thus season. A flexible reading improvement course might also be adapted to increase the ability to read English. At any rate, all foreign applicants should be given diagnostic tests. One professor at O.C.C.C. has given permission to a Thai student to tape record the lecture so he can listen to it at leisure and repeat missed portions.

As far as the bewilderment with American educational terms goes, one suggestion I have received is that application forms should be analyzed to see what expressions pre-suppose familiarity with the New York State educational system. One could perhaps attach a mimeographed sheet with brief explanation. In my own experience as a foreign student, my understanding of the requirements was greatly facilitated by furnishing me the name of an alumnus who happened to reside in my country and who could answer my questions, as well as reporting about the interview to the admissions board. I realize, of course, that a community college can hardly be expected to have as wide a foreign alumni representation as a well known four-year college.

The cultural gap, mentioned above, could in part be met by assigning faculty advisors who have proven that they have the sensitive understanding to bridge such a gap. The kind of faculty member who enjoys inviting students to his home for tea would be preferable to a more distant formal person. What the foreign student needs is a friend on the faculty (a friend at Chase Manhattan, too!). In addition to an understanding faculty advisor, the foreign student should have assigned to him, a student "brother" who can help him get acclimatized. One could ask for student volunteers. This would be a good project for the International Relations Club, if there is one on campus. Student clubs of all kinds, but particularly the International Relations Club, should be encouraged to see to it that foreign students are asked out for an occasional meal in the home of a local family, or even taken on a Sunday outing to nearby sites of interest. Remember, the foreign student on returning home, is a goodwill ambassador for the United States only if he has developed pleasant feelings for this country.

I have spoken of what we can do for the foreign students, but since I started out with the benefits that we derive from their presence on our campus, a few words should at least be said how we can make better use of them as well. We should make more use of them in class whenever the opportunity presents itself. A couple of years ago I was in a geography class at Columbia in which most of the students were upper classmen or graduate students, many of them from foreign countries, including a Dutch priest who had spent some time in Indonesia, students from Japan, Venezuela and other places frequently referred to by the lecturer. He however never bothered to make use of any of this reservoir of experiences, despite the small size of the class. In private conversation among us students we quickly become aware of the rich human resource we had here. I am sure that there are many such missed opportunities in our own college. History, social science, and language teachers in particular, could make more use of such experience. Most foreign students would not mind being invited occasionally to serve as native speaker in a language class or participate in a weekly Spanish table in the college cafeteria. The International Relations Club at Orange County Community College has had foreign students speak to them about their country. At the annual Model General Assembly held in New York I have noted that a number of colleges have built the representation of their chosen country around a willing native of that country. They were thus enabled to play a more realistic role at this model assembly and at the same time both the foreign and native student gained new friendships and international understanding.

It is a good idea to encourage more foreigners to study at community colleges. But in the meantime we need not hold our breath. We can gain some of the hoped for benefits for our college from those who are already present on our campus. I am sure you can think of many more ways than I have suggested, to insure that we and they derive greater benefits from their presence.

INTERNATIONAL EDUCATION

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ABSTRACT

The purpose of this paper is to present the reader with some of the problems in developing countries, how education can solve these problems, and what approaches to education will provide the greatest expediency at minimum cost.

There are many aspects to the problem of International Education. Since all of us in this room are deeply interested in this subject, I would like to outline some of these educational problems and show some ways in which we can be effective in solving the problem for the developing countries. This means essentially letting education become a key tool in raising the output and standard of living of the people. My remarks will be primarily centered around ideas derived from teaching and travel experiences in Africa. Ideas and slides will be co-ordinated throughout the presentation. I am committing a serious error in that you will be seeing Africa through a white man's eyes and the picture does become distorted so I apologize to my African friends who are the ones that make it possible for me to tell this story.

A brief story of Africa's recorded history shows 3 distinct eras. First was the rise and fall of local empires and the Moslem "invasion" from the time of Christ until about 1500 A. D. The second era was the exploitation of the country by Europeans which predominated until the mid twentieth century. During the past era, the people were somewhat of a by-product of the wealth to be derived but this era did lay the foundation for the present one—the Rise of Nationalism. What has this done to and for the Africans? It has essentially moved them from our 17th or 18th century type of world into the 7th decade of the 20th century in the last 5-15 years. What took us 15 generations, the African is attempting in one or two. It is a monumental task and they are to be complimented for even undertaking it. We must take it as our responsibility to help them make this transformation.

Everyone likes to toss numbers around to illustrate a point and I too have a few but will keep them to a minimum. While living in Africa, my wife conducted a survey at the Girls Secondary School where she was teaching to learn of the girls' parents' educational background. This was the cream of the crop for an area covering ½ the population (7,000,000) of the country. 194 girls were surveyed. The educational background of the parents of these girls is shown in table 1.

EDUCATIONAL LEVEL OF PARENTS

Parent	Primary	Secondary	University	Yes	No	Total
Father	51	54	44		45	194
Mother				77	117	194

Table 1

This table itself indicates the general educational level of the people in the "moneyed" circle. Contrast this with a group of American youngsters of approximately the same age and sample size (173) which were surveyed in Pennsylvania.

EDUCATIONAL LEVEL OF PARENTS

	Mother	Father
7th Grade	5	5
8th Grade	28	33
9th Grade	6	8
10th Grade	19	22
11th Grade	6	11
12th Grade	86	67
College (Fr.)	7	5
College (Soph.)	8	6
College (Jr.)	2	4
College (Sr. and up)	6	12
	173	173

Table 2

The type of background training of the African student is further evidenced by the "toilet training" for new arrivals at the secondary school. At this school education was sometimes a slow process. The "Freshmen" girls could only use dry toilets the first year. The second year the flush toilet that one dumps water into was utilized, and the third year, flush type toilets as we know were made available. If this were not done, the flush toilets would be plugged continually. All of this still leaves us in the 1960's attacking the problem of education in other areas of the world.

A developing country must look to industry and agriculture to increase its standard of living. To increase the output of either segment, they must have an adequate supply of educated and trained manpower. "In a sense, education takes precedence over the other two as the mainspring of economic progress."[1]

The developing countries want and need economic progress. These countries are still a rural community. 70%-90% of the people in most countries still derive their livelihood from production agriculture. As a country becomes more industrial, the percentage of rural people decreases. This means that each farmer must now produce, harvest, and market more food and fibre. How can he do it? Not with present methods. Research can and will supply the answers but an educational process will be required to get the information to the people who utilize it. High production requires many people with different levels of education but there is still a certain minimum amount of education required at each level.

The same reasoning carries into industry and may even be more logical there. Since most of those countries are now non-industrial all people need basic technical or professional training. This may mean no "unlearning" but it puts a greater burden on the educational systems because not enough people are available in the country that can teach the required material. More on this later. Along with the need for education is the need for physical capacity to work which means adequate nutrition, calorie intake, and preventive medicine practices. There are many superstitions regarding food. (See Appendix A.)

Education is a slow process and many of the foundations have already been laid but many more are to be lain. Depending on the national influence (French, British, etc.) a system of education has been set up. Now it must be made to work and become effective. The system can include (Based on Ghana):

[1] Seven Year Development Plan 1963-1970, Ghana.

1. Elementary education—ages 6-12. 250,000 new students each year.
2. Continuing school—2 years ages 12-14. Set up for students not going on to secondary school. This will be primarily to prepare students to enter the labor force. For boys, this will include training for trade work in industry and in production agriculture. Boys and girls will learn the commercial and manipulative skills and the girls will study in specialized fields such as domestic science and handicrafts. These students get practical work in industry as a part of their training.
3. Secondary school—2% of population completes. This is high school training that can carry the student through comparable Junior College work, in this country.
4. Teacher training—Dire need, Present status—32,000 teachers in primary school system. 40% untrained. 37,000 additional teachers required by 1970.
5. Technical education—train people to fill gap between skilled labor and professional people.
6. Clerical and commercial education—formal programs after secondary school.
7. University Education—by 1970, provide 1800 graduates per year. 2 schools in country now.
8. Adult education—secondary and university level.
9. Correspondence—real out for student that can't afford secondary school. Many of these students did work superior to university students. I marked papers for Math, Engineering, Mechanical Theory while there.
10. Mass education—extension—How to do techniques for women to take back to village. (See Appendix B for typical subject matter.)
11. Vocational education—for people in local area. (See Appendix C for typical subject matter in Agriculture.)
12. Religious education—church schools, missionary education, language.

With the preceding material, I hope I have excited you enough that you too will want to do something about it. How can you help? We all have many opportunities to work with these students from other lands.

For students coming to this country to study, special things must be taken into consideration that we do not usually consider with our own students.

1. The foreign student has a tremendous amount of adjusting to do.
2. They may not have the background as indicated by their certificates. This makes counseling very difficult.
3. Many are looking for an easy way to get a degree. This leads to their wanting special consideration which can create real problems for the university classroom instructor.
4. The language barrier is a good excuse for the 1st few months. The solution to this problem takes ingenuity on the part of the instructor.
5. The Admissions Office must

screen foreign students to determine their capabilities and financial status. It is not always easy to return a foreign student to his home country like we send a local student back to his home. Changes of government can cause loss of funds and the student is several thousand miles from home.

6. The classroom instructor must realize that many of these foreign students will return to their home countries to be teachers. Therefore, the instructor must set a good teaching example.
7. Real assistance can be given the foreign student by showing him methods of presenting ideas and what books and references are available. They usually insist on obtaining any classroom handouts. This is good.
8. You must create a good image of the American way of life.
9. Do not impose your ideas upon the student or try to "convert" him or make his decisions for him. The problems of a student returning to his home country was brought out quite vividly in a play I saw in Ghana.

Another alternative is to send faculty from this country over to the foreign country to teach. This too has its advantages and disadvantages for each. My comments would be:

1. It is a real experience for the expatriate and his family.
2. We will not be in the same routines we have known which may be upsetting to our family as well as us.
3. Education of the expatriate's children often can't be done in the local country.
4. The expatriate often can't adjust his thinking to the needs of his students when the class is not predominated by familiar students and situations.
5. Foreign work uncovers many fruitful fields especially for research that have been explored in detail in this country. We had such incidents while I was overseas.
6. The schools should be turned over to the native instructors as quickly as possible.
7. Some schools have a contract but do not supply the foreign country with its more able faculty. Rather they may send their more dispensable faculty overseas.
8. Many American schools are now feeling the "Brain Drain" and will not send faculty overseas. I would admonish each individual and school that they should not start an overseas project unless they want to do a good job of fulfilling their contract.
9. Many expatriates from countries of low income actually emigrate to lesser developed countries to gain a higher standard of living for themselves and their families.
10. Diseases—These are rampant but must not become paramount. If you are afraid of dying in a foreign country—don't go. This does not mean shuning all intelligent precautions.
11. Filth—Accept it for what it is. You cannot alter it but you have

a commission to do the most you can. Don't look at filth for what it is but what it is caused by.

12. Death—Human life is looked at differently. Many are expected to die prematurely. About ½ of the children mature to adulthood in Ghana.
13. Political Demonstrations—These things too pass. They are bad only if the educational systems crumble. As an expatriate, don't become overly concerned. Usually the worst that can happen is that you get thrown out of the country. Why—no one generally knows. A piece of paper says go.

To my way of thinking, the way that "we" can be of the greatest assistance in providing training is to assist the native faculty there as short term faculty. Most of the native faculties are competent and well educated but need direction and assistance. Also the people in these countries are somewhat like a youngster in that they "want to do it themselves" but they like to have someone to run back to for assistance. What an opportunity we have to provide this backstop and get a lot done in 2-3 months. This reduces the expense of moving families too. I have taken several short term jobs and know that a great deal can be accomplished. My suggestion is that the most likely candidates are the most competent faculty and preferably with overseas experience so that they will be ready to go to work the first week. Also, this time away can be spared during the year. In any condition, the expatriate will go and be of real benefit and have many worthwhile proposals. The native faculty will just have to do a better job of gleaning the new visitors to get maximum assistance. Faculty and certainly short term faculty are available, at least in the professional groups that I am affiliated with. There are rosters of members with overseas experience.

There are real falacies and paradoxes in education that we would not often think of:

A. Types of facilities needed—Oxbridge system not really required.
B. Swimming pools.
C. Computers.
D. Certificate or degree develops different attitude toward having to work for living.
E. Certificates not always a measure of competence.

WHAT EFFECTS CAN WE EXPECT IN THE COMING YEAR?

A. Improved Agricultural production.
B. Increased standard of living.
C. Better health and more physical capacity.
D. Reduced graft.
E. Improved quality of labor.
F. More ingenuity to solve local problems.
G. Growth of size of educational system.
H. Promote research.
I. Produce well trained graduates.

APPENDIX A
SUPERSTITIONS

HOUSECRAFT

Superstitution on Food

Every country has some kind of superstition on the food they eat. A country like Ghana has so many superstitions on food such as eating owl and bat. A bat is an animal which is neither in the birds nor in the four footed animals. It is the only animal that flies at night. Most people do not like so do I. They say it is a dangerous animal and of all the animals it is the only one that flies at night. People do not like it because it gets rid of the waste product through its mouth.

Owl

Owl is another bird that most people do not like it. It is a very ugly bird that can turn its neck around. Witch people can turn their structure into an owl with its face as a human being and more over I have seen an owl wearing spectacles with its mouth painted and eye brows painted. For this I believe that it is a very bad and ugly bird to eat.

Because people can turn into its structure we have named it "Witch Bird."

Housecraft

Superstition of Food

In our family we eat almost everything except the following things. We don't eat snail because the snake uses its poisonous fanges to lick the ears of the snail; this is our belief. Also we don't eat snake because we will get rashes on our skin. It's our belief that "Kpagla" has not head, so we don't eat it. Frog is not an edible food in our family because we say it secretes some poisonous substances. We don't eat rat because it digs graves, and moreover if we eat it our mouths will grow long as the rat itself. We don't eat lizard because it has fire on its body. It is also our belief that turtles slap people so we don't eat it. There is a certain kind of crab which we don't eat because it changes itself into a witch. We don't eat bats because we say they eat the eyes of dead people. We don't eat pork because of its being a dirty animal. Mud skippers are not edible in our family because if we eat it, we will suffer rashes on our skin. These are some of the things we don't eat.

Housecraft

Pork

The pork is got from pig. Most of the people do not like pork because they said it is not good. I do not like it either because when I eat it I sometimes get rashes on my skin. To this I was told that the pork from the pig is a very dangerous animal and it is sometimes used for medicine, and also it's an animal which people easily use as their gods.

Bat is another animal which we do not eat because it don't sleep at night. When you put in the soup it opens its mouth and tastes the soup first and coughs and it seems to say today your soup is atrocious. Another thing about it that people do not like it to eat is that it faeces from its mouth.

APPENDIX B

Mass Education Training Course—Home Economics

Topics of Study:

Care of Wood
Care of Metals and Utensils
Care of Silver
Cleaning oil lamps
Cleaning cutlery
Seams and Stitches
English
Tribal Dancing
Sanitation, health, disease, personal hygiene
The Child in the Home
Furnishing the Home
Using Servants

Paper Patterns
Keeping Rooms Clean
Floors and Floor Coverings
Sewing and Crafts
Adult Teaching
Family Living
Handicrafts
Foods and Nutrition
Growing Vegetables
Day Nurseries
Pre and Ante Natal
First Aid
Budgeting

APPENDIX C

Agricultural Education—Ghana

A. University Education
  1. Legion University—Legon
  2. Kwame Nkrumah University—Kumasi
B. Post Secondary Training Center
  1. Kwadaso Center—3 year training
  2. Program
    A. Plant, Animal and Soil Science
    B. Plant and Animal Production
    C. Agricultural Economics and Management
    D. Mechanization
    E. Soil Conservation
    F. Field Experimentation
    G. Meteorology
    H. 3rd Year in Field
  3. Admission—Boys and girls 19-25. Coursework 50% Practical and 50% Theoretical
  4. Train for work in ministry of agriculture
C. Staff training center
  1. Tamale center—2 years post elementary training similar to "B" above.
D. Farm Institutes
  1. Asuansi and Wenchi centers, 1 year training
  2. Post primary training
  3. Prepares student for Production Agriculture
  4. 2/3 Practical Agriculture, 1/3 theory
E. Mechanization Centers
  1. Navrongo, Ejura, Ohawu centers
  2. 3 months to 1 year training
  3. Program
    A. Driving
    B. Machine Operation
    C. Machine Repair
    D. Shop Skill
F. Adult Farmer Classes
  1. 1 Week School
  2. Program
    A. Field Work
    B. Classroom Lectures
    C. Practical work
    D. Demonstrations and Tours

APPENDIX D

Notes on Africa

1. Technical training proposal—non-resident, train workers, 500 students, $1,000,000 to build.
2. Why learn English—Universal language.
3. Members of young pioneers (under 15) carrying wooden guns march past saluting base in Youth Day Parade.
4. 1500 total students including 80 non-natives were admitted to the University in 1963. Expect 5000 total enrollment in 1970.
5. Need a secondary school for every 41,000 students so teacher training schools must be set up.
6. A police college has been set up. Made to take not more than 6 weeks, 300 applied in 1964, 80 were girls.
7. In March, 1964, University gave first degrees to students (248). Previously given through University of London.
8. Industrial Activity—
  A. Volta Dam—electricity
  B. Chocolate
  C. Aluminum Sheets
  D. Nails

- E. Plastic Goods
- F. Housewares
- G. Garments
- H. Candles
- I. Furniture
- J. Paint
- K. Salt
- L. Soap
- M. Steel
- N. Oil
- O. Umbrella
- P. Skin Creams
- Q. Distillers
- R. Mirrors
- S. Window Screens
- T. Problems in Developing Countries
  - 1. Communication
  - 2. Education
  - 3. Land Tenure
  - 4. Capital and Credit
  - 5. Transportation
  - 6. Increasing Population
  - 7. Low Reward
  - 8. Changing Attitudes

INTERNATIONAL EDUCATION

K. Parke

Last year about this time, at a Conference for Junior College people at Planting Fields, the subject of this panel was opened for discussion. The people attending the Conference considered from many angles the question of study abroad for two-year college students and faculty members. My recollection is that our chief accomplishment was the defining of problems. One person, a Trustee, had a concrete program that she was working on. She was cooperating with a travel agent to set up a number of summer tours aimed particularly at two-year personnel. Although I wasn't entirely in sympathy with her plan, I was glad to see someone taking action.

It is true, too, that any travel abroad is bound to be somewhat educational; even if (as is the case with most summer travel) one is exposed to nothing but monuments and scenery. But the kind of travel that seems really worthy of our attention is something different from tourism. It could better be described as living abroad. The kind of understanding for which Dr. Bereday has spoken so eloquently can be achieved only by a somewhat lengthy stay in one region under circumstances which make it possible to know the common people of the country as friends. It seems to me Americans have all too few opportunities for accomplishing this end. Even when they study abroad or spend some time as members of a diplomatic delegation, they tend to congregate in capital cities, creating a sort of American enclave or ghetto, and becoming familiar only with those nationals who are prominent in academic or political circles and who are fluent English speakers. This kind of contact is indeed better than tourism, but it is still not the kind of experience that leads to a real understanding of people's unique attitudes.

There are programs which offer better opportunities to Americans who are willing to risk a little dignity or comfort or both. One such program, which I have experienced myself, is known as the Scandinavian Seminar, and was started about 15 years ago by a group of private educators, most of them Scandinavians who had studied in this country. Their original intention was to allow Americans an opportunity to experience an unusual form of education, the Folkehógskolen of Scandinavia. It was soon clear that a by-product—perhaps as important as the original purpose—was the achievement of a new kind of understanding of a people—of the *ordinary* people, the backbone of a society.

Time does not permit me to go into detail about the Scandinavian Seminar. I have written such details in a report which the State University of New York's Research Foundation published under the title "Norway's Folk High Schools." The Foundation deposited copies of this small monograph in a number of the New York State Colleges—it may be in your own library—or it can be purchased for $1.00 from the Foundation if you are curious.

The essence of the experience was this. After a brief period of orientation, seminar participants were placed individually in homes in the country where, hopefully, no English was spoken. The American was treated like a member of the family—a somewhat helpless and unintelligent member. It is amazing how quickly one learns language under such circumstances. To be reduced to the status of a very stupid 3-year-old is, indeed, a humbling experience. One becomes anxious to grow up languagewise as soon as possible.

Yet this very humbleness represents an important value of the program. We Americans often approach the rest of the world with a peculiar and not very endearing attitude. Because most of us are not very adept at any foreign language, and because other people humor us by learning ours, we seem to think this is the way it should be. All the world should speak English for our convenience. Right along with this insistence that our own language should be the current one throughout the world, seems to go the attitude that all the world should imitate us in other ways too. I notice this even among very young students—those who are hoping to obtain American Field Service stipends for living abroad. We seem to have no idea how arrogant it is to act as if we have all the answers and everyone else's customs are inferior, or at the very least, quaint.

After the home stay and one week of further orientation, seminar members are placed in folk high schools in the different Scandinavian countries. Most of the younger members remain for the entire folk high school year which may last from 5 to 8 months. Older members of the seminar are free to travel in pursuit of their own particular studies and investigations after about 3 months. By this time one is reasonably conversant with both language and culture and perfectly able to get around all the Scandinavian countries with very little assistance.

One's understanding of the depth of history behind the culture of the country, however, continues to increase with every week he remains in the country and with every conversation held with the people of the country. And this understanding is deeper, for some strange reason, because of his knowledge of the language. The American who tries to learn about another country in English can go only so far. He may read extensively, and conduct many interviews with well-educated English-speaking people. But something basic in the background of these people will escape him without his realizing it.

What then? Is it necessary to spend a full year or more in each country one wishes to understand? Then obviously life is much too short for any of us to become well-versed in the cultures of the world. Yet I believe it is also true that if one has such an experience once, he will have learned a vital new approach which can be used in the confrontation of any new civilization. He may not have time to learn the language of another country, but he will have discovered how unimaginably wrong many of his fundamental assumptions were. He will have learned that there are many various ways of accomplishing similar good results—that the American method is only one, sometimes *not* the best one in many circumstances.

An experience of this kind would be of inestimable value especially to anyone intending to work with developing countries. I am sure that many American college professors, sent on useful overseas assignments, have no idea how frequently they offend the people they came to help, and are therefore rendered less effective than they might have been.

I wish I had time to tell you more about the Scandinavian folk high schools or people's colleges, and the approach that teachers of these schools make toward developing countries. One of the historic purposes of the folkehogskole is to explore a people's own background—their own history, literature, arts, folklore. When a Danish folk high school man is invited to go to

Ghana, you may be very sure that he will not try to turn the Ghanaians into imitation Danes, but will, instead, try to help them find and appreciate the basis for culture which is particularly their own.

Dr. Bereday has dramatically emphasized the fact that the necessities of our time require all of us to achieve world understanding and knowledges. It follows then, that travel, study and living abroad are not luxuries any longer but are necessities for dedicated teachers. I would like to make two earnest proposals. The first one is: If you have never spent a year abroad, seriously consider this for your next sabbatical leave. You should try to make the experience as deep a one as possible—hopefully including language, and the development of friendships with people other than the intelligentsia, the diplomatic corps, and the ''international society'' of capital cities.

The second proposition is that those of us who are concerned for broadening the horizons of our students, should take aggressive steps to increase their opportunities. We all know the problems—such as financing, and the articulation with four-year programs—which often seem so great to our students that they don't even dream that the difficulties can be surmounted. I believe they *can* be surmounted. Touring abroad is expensive, but *living* abroad need cost no more than a year in college in this country. As for articulation, perhaps we have been too timid.* We need to develop well thought-out programs and to defend them vigorously.

I am not much of an organization person, but may we not try what cooperation among ourselves and with the International Center at Planting Fields can accomplish?

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* The four-year colleges may be more ready than we suppose, to give credit for a good experience abroad, even though it may not have been arranged by them.

International Education ——

SUMMARY OF DISCUSSION

The discussion of points raised following the presentation of formal papers indicated the great diversity of concepts as to the meaning of the term International Education. To some it suggests little more than the development and presentation of courses in "foreign relations." To others it means primarily the promotion of international understanding through such devices as study abroad programs for American students and teachers. To others it means the experience of hosting foreign students in our colleges and communities for the purpose of enlightening them as to all that is good in the "American Way of Life."

As the discussion progressed it became obvious that our concept of International Education must include all of these facets, and that the implementation of each *can* make its distinctive contribution to better understanding in our shrinking world.

Although there was generally agreed that more and better International Education is highly desirable, the discussion indicated considerable consensus among the participants as to several very real problems in implementation. These include:

1. The limited facilities of most junior colleges for assisting foreign students in overcoming language deficiencies and in providing the calibre of counseling that is highly desirable.
2. The definition of "favorable" and "unfavorable" image of a different culture that is gained through foreign study for both Americans abroad and others studying here merits close examination.
3. The effectiveness of a project should be measured by its influence on both the host institution and the guest student.
4. The reception of the guest by the larger community as well as by the college is an important factor in achieving the objectives of his educational experience.
5. The student in our junior colleges can hardly expect to spend one of his two years of college education abroad and complete his degree in two years.
6. The teachers in junior colleges have fewer opportunities to obtain financial assistance for study and teaching abroad than do those in four-year colleges.
7. There is a need for exploring possibilities for enriching the preparation of junior college teachers for more effective participation in international education.

PANEL II

TECHNICAL AND VOCATIONAL EDUCATION

MODERATOR: Dr. Alfred Sloan, Jr. *(F. I. T.)*

ASSOCIATE MODERATOR: Dr. Lawrence Monaco *(Dutchess)*

RECORDER: Mrs. Evelyn Angel *(Voorhees Tech)*

ASSOCIATE RECORDER: Rose Palmer *(Manhattan)*

PANELISTS: Pres. Albert E. French *(Canton Ag & Tech)*
Prof. Manuel Stillerman *(Bronx)*
Prof. Donald Jones *(Alfred)*
Prof. Nathan Axelrod *(F. I. T.)*

RESOURCE PEOPLE: Richard Glasbeen *(Stonybrook)*

RECORD OF DISCUSSION FOLLOWING PRESENTATION OF PAPERS

A Series of Questions about the Student who Does Not Make it Through

Professor MANUEL STILLERMAN *(Bronx Community)*

William Fenninger of the American Technical Education Association announced that his organization now had a proposal in Albany, asking for an appropriation to make just such an investigation.

Dr. Rose Palmer of Manhattan Community discussed the difficulty of keeping track of non-graduating students.

Professor Nathan Axelrod of F. I. T. said that their senior class does a follow-up on the class preceding it.

According to Professor Stillerman . . . more than half the students at Bronx do not graduate. He would like to get some answers to this very large WHY?

Lawrence Grey of the State Education Department suggested that there was need for greater flexibility in designing curricula, so that changes which would help the disaffected student could be made.

A Philosophy of Vocational and Technical Education

President ALBERT E. FRENCH *(Canton Agricultural & Technical)*

In the post-paper discussion President French predicted that the comprehensive college would be the pattern of the future, just as the comprehensive high school has become our current pattern. Many discussants felt that vocational education would have to be included in post-secondary school education.

It was felt that the legislature should not have the right to determine the college program by arbitrarily cutting from the budget provision for a specific form of education, whether it be vocational or liberal arts.

Certificates, rather than degrees, are awarded for vocational programs, with some courses carrying college credit.

Faculty reaction to the development of such a program runs the gamut from enthusiasm to fiery opposition.

The point was made that students who in former generations went to Vocational School now go to four-year colleges. We must, therefore, get our technicians from students previously considered difficult or impossible to train.

The recurring question was, "What is going to happen to the left-outs and the drop-outs if we do not make provision for them in post-secondary education?"

There was a prediction by President French that we would someday see a Ph.D resulting from the original opportunity offered by this comprehensive attitude toward college education.

Recruitment and Selection of Faculty

Professor **Nathan Axelrod** *(F. I. T.)*

Discussion centered around the following:

The advisability of selecting technical and vocational faculty from related industries . . . preferably senior executives with five or eight years' experience in their fields.

The problem of adequate salaries for such people.

The advantage of having such instructors work as professional consultants in their respective fields.

How to teach. It was suggested that new instructors receive orientation with a key instructor in a department, in a more structured and formal way than is usually done.

Pro and con discussion of the wisdom of hiring former H.S. teachers for Junior College teaching. Lively discussion raged from flat rejection to advocacy to a warning that generalizations of this kind which attempted to mechanically sort people into machine-like slots was to fall into one of the less admirable traps of business.

Region often dictates faculty recruitment from industry. Some areas offer larger reservoirs of industrial talent than others.

The value of adjunct instructors from neighboring industries, who can teach a few special sessions a term, within the framework of a particular course.

It was stressed that people with top professional backgrounds who opt for teaching must work for their degrees.

The Junior College and Occupational Programs

Professor **Donald Jones** *(Alfred)*

This paper provoked a great deal of discussion because it dealt with an educational experiment built on thorough research and profound commitment.

Below are a few of the questions to Professor Jones and his answers:

Q: How do students endure an unbroken, daily six-hour program?
A: Less attrition than any other dept. of the college.
Q: Why demand high school graduation as a requirement for matriculation?
A: Because we could not, otherwise, deal with the flood of applications.
Q: Where do you get your teachers?
A: Main campus.
Q: Does a six-hour-a-day load lead to faculty problems?
A: Morale has never been higher.
Q: How are salaries determined?
A: Vocational instructor's salaries range between those of associate and assistant professors.

Larry Grey of the State Education Department, which is vastly interested in this experiment in Occupational Education, stressed the following three points:

1. Alfred did its "community homework" first . . . really tailored the program to the human and industrial needs of the community.
2. The facility is definitely not a slum . . . students are proud of their building, equipment, and general atmosphere.
3. The students share a campus and a full two-year program with the degree students. Therefore, there is no feeling of second-class citizenship.

PANEL ON TECHNICAL AND VOCATIONAL EDUCATION

1. Professor **Manuel Stillerman** *(Bronx Community College)*

Professor Stillerman's discussion on "What Happens to the Students Who

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do Not Make it Through the Two-Year College Program," elicited the comment from Dr. Fenniger that research was under way by the Technical Education Association, to ascertain answers to the follow-up of such students. Professors Axelrod, Palmer, and Larry Gray (the resource person from Stonybrook) concurred that follow-up was a difficult problem; and no simple answers could be readily obtained.

2. President Albert E. French *(Canton Agricultural and Technical Institute)*

President French discussed a plan for Liberal Arts and Technical education which had just been turned down by the Legislature. Dr. French expressed keen disappointment at the rejection of his proposal and stated that agricultural and technical colleges should be permitted to offer Liberal Arts and Vocational courses. Dr. Monaco (Dutchess Community College) asked to know the reaction to the development of this program by the faculty. Dr. French replied that there was a variety in the point of view of the faculty.

The consensus among those present appeared to indicate that there was a need for a one-year program of the type described by Dr. French. Dr. French stated that this one-year program was an alternative for failure. It was designed primarily for those who tried the degree program and could not make it. Dr. French indicated that this course would provide badly needed technicians. Dr. Fenniger (of the American Technical Education Association) asked whether vocational education was not needed at the high school level. Dr. French replied that vocational education was suitable for post-secondary training because of technical changes. Professor Gray stated that this was the official position of the Board of Regents. In the discussion which ensued, President French urged his program as an alternative to students attempting to complete their education at the conclusion of high school, because they could not qualify for degree programs.

Professor Donald Jones (Alfred) said that vocational work was also needed in the high schools. Professor Jones stated that his program, developed at Alfred, was a continuation and enlargement of programs developed at the secondary level. He stated that it was the goal of the program at Alfred to take the students where they are and give them the depth of training needed to bring them to vocational levels.

President French stated that there was no reason that Liberal Arts courses could not be given along with technical education.

Professor Stillerman presented another aspect of the problem when he stated that general diploma graduates are increasing and vocational graduates decreasing. He saw a need that the programs be open-ended so that people can continue despite a poor experience.

3. Professor Nathan Axelrod *(F. I. T.)*

Professor Axelrod discussed several points on the recruitment of faculty for the two-year colleges. First, his school sought eight years of business experience with five as a minimum as a practitioner in the field of specialty; second, a Bachelor's degree was a minimum requirement with preference given for the Masters. Professor Axelrod stated that occasionally people do come in with Doctorates; third, Professor Axelrod stated that he avoided the use of high school teachers; fourth, he suggested that new people who are considering entering teaching as a full-time profession be allowed to teach evening session first to ascertain their suitability for the work.

In the discussion which ensued, there appeared to be considerable disagreement with Professor Axelrod's position on high school teachers and their suitability for junior college teaching. Dr. Alfred Sloane stated that in order to be realistic, one would have to consider the location of the school before setting up arbitrary demands.

4. Professor **Donald Jones** *(Alfred University)*

Professor Jones discussed the comprehensive community college and technical institute. He described a program now in effect at Alfred, where students who want and need vocational work are accommodated at the same college as two-year degree students. Professor Jones was closely questioned on the number of hours a day students are in class (6), on the amount of homework given, and on faculty teaching load.

Both panelists and audience reacted strongly to the 30-hour a week teaching load carried by teachers in this program. However, Professor Jones stated that the community and faculty were fully behind the program and this statement was vouched for by Professor Gray. Professor Jones also stated that morale among faculty was very high, despite the heavy work load and that an enormous number of student applicants were attempting to enter the program.

5. **Dr. Fenniger** announced a meeting of the American Technical Education Association in Niagara Falls on October 6, and Professor Jones announced an annual conference to be held at Alfred from June 14 to 16.

THE JUNIOR COLLEGE AND OCCUPATIONAL PROGRAMS

Donald F. Jones, *Director, Vocational Division, Alfred State College*

Junior Colleges in New York State today, in their plans for expansion and growth, are standing at crossroads. One of these roads leads to expansion and development along the more conventional line of academics with emphasis aimed at the 20% of the student population who will attempt and complete programs for a Baccalaureate Degree. The other road would include, along with the academics, expansion and development of programs which would provide for the other 80% of our student population interested in occupational preparation. The decision that has to be made is quite simple. They must decide whether or not they are going to align themselves principally with the universities and someone else's college degree, or build their own legitimate image as a post-high school institution.

It is my conviction that Junior Colleges, particularly the Community Colleges and Technical Institutes, have much to gain in the eyes of the public which they serve if they choose to become more truly comprehensive and provide for the needs of the total student populations of the state, rather than just the 20% who will complete a formal four-year education.

If the college is to attempt development toward occupational education, it is equally important that it does not try to seek out *only* those areas that are transferable to four-year colleges, or give in to the pressure of redesigning their occupational courses in conformance with university transfer credit requirements.

I do believe that there should be occupational programs developed which are transferable to serve the 20% who might transfer. This can easily be done, however, while still providing for the 80% who will not.

The occupational programs offered should encompass more than just "technical programs" in their most accepted sense. To serve both student interest and the industries of this state, provision should be made to offer training in the skills necessary to place students in the "new technology" of today's world of work. It is my opinion that post-secondary aspects of such vocational programs should be geared at teaching a cluster of skills, in depth, within a vocational field. For example, vocational programs at the Junior College level in the construction field should accomplish more than just "training as a mason" or "carpentry," but should encompass the many skills that are germane to the field of construction. This means more than offering token "quickie" courses. For too long, we have been offering a "lunch" when we should have been serving a dinner in vocational education. If facilities are available for the regular vocational programs, any specific skills can be offered through extension programs.

It is extremely important that colleges embarking on further development of vocational and technical programs do so within a proper atmosphere, climate and environment. If occupational programs are going to be looked down upon as something inferior, then you will automatically have second-class citizens and second-class programs. What is needed is an educational community providing for the educational needs of its citizens. We should be cognizant of all kinds of human talents and provide with equality of emphasis the educational routes to develop them for the betterment of our total society.

John W. Gardner, in an address stressing "Quality in Higher Education," sums up this aspect as follows: "We must learn to honor excellence (indeed to *demand* it) in every socially accepted human activity, however humble the activity, and to scorn shoddiness however exalted the activity. There may be excellent plumbers and incompetent plumbers, excellent philosophers and incompetent philosophers. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."*

Alfred State College has embarked on the road of offering more diversity to its occupational curriculums by providing a series of vocational programs at the post-secondary level. This program has been meshed into the existing programs with equal dignity and emphasis.

Present programs are two years in length with a total of 102 quarterly hours completed. Students must live up to existing academic regulations of the college, are represented on all student committees, participate in all student activities and enjoy all campus privileges.

Upon successful completion of the course, graduates will receive a certificate or diploma of proficiency in their respective fields instead of the A.A.S. Degree.

I can assure you that at a campus dance you will need a score card to separate the dancers. In terms of demand for the program, we have already received more than 625 applications for the 200 places in September.

Admissions to the vocational division are handled by the regular admissions counselors of the college. Students make application in exactly the same manner as applicants for other divisions of the college. The most important admission requirement is graduation from high school and the personal recommendations of high school officials as to the student's interest and aptitudes for the particular curriculum applied for. Also, there is developing a certain amount of transfer of students from technical programs into vocational programs when faculty advisors feel the student's best interests will be served there.

Students attend class six hours a day and concentrate primarily on courses within their vocational field. General education courses are centered around psychology, human relations, employer and employee relationships and the basics of economics as it applies to labor and production. There is at present, a committee comprised of vocational division faculty and high school faculty studying the most appropriate ways and means of accepting students on an advanced standing basis. It is our hope, eventually, of taking the incoming student where he is and bring him up to the level established by advisory committees and teaching faculty of the vocational division. This may mean some students attending as little as one year or less.

The initial programs have met with a great deal of industry approval, and we are finding that our students are eagerly hired for summer work as they complete the first year of their program. The curriculums initiated under the Pilot Program are: Automotive Specialist, Building Construction, Mechanical Drafting, Electrical Service, and Food Service. The facilities are comprised of nine buildings containing approximately 60,000 square feet of brick construction, formerly the quarters of the Sinclair Oil Refinery located in Wellsville, New York.

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* Address presented at the Second General Session of the Thirteenth National Conference on Higher Education, sponsored by the Association for Higher Education, Chicago, March 3, 1958.

The steps taken by President Huntington and the faculty committees involved in initiating this program of vocational education as a commitment to expansion of Alfred State College brings to mind a verse from a poem by Robert Frost:

> "I shall be telling this with a
> sigh
> Somewhere ages and ages hence:
> Two roads diverged in a woods,
> and I—
> I took the one less traveled by,
> and that has made all the
> difference."

A SERIES OF QUESTIONS ABOUT THE STUDENT WHO DOES NOT

M. Stillerman
(Bronx Community College)

It is an old teacher's trick that when you don't understand the answers, the thing to do is to ask questions. In thinking about a subject of particular interest, I found that I had few answers but lots of questions.

Considering the quantity and quality of knowledge in educational matters that would be assembled today, it seemed to me appropriate to ask some of these questions here.

One of the problems that concern many of us has to do with those students who don't make it through our programs. Does this attrition constitute a waste of human resources? Does it serve a social function and is it something we should try to eliminate or reduce? I think, as you will see, when the questions are posed, that we may not know enough to be comfortable in making decisions that affect these important issues.

Some of the questions are:

1—How many are there that do not graduate?
  A—On an institutional basis
  B—On a regional basis
  C—On a national basis
  D—By program and other bases
2—What happens to them?
  A—Do they transfer to other curriculums
    1—to other career areas, or to
    2—B.S. programs
  B—Do they take jobs?
    1—in the field of study or
    2—to unrelated jobs
  C—Do they enter the armed services?
3—How much did they get out of their school experience?
  A—Are there positives?
    1—vocational capability
    2—general education
  B—How about negatives?
    1—sense of frustration and failure
    2—lost opportunities
4—Why did they drop out?
  A—Was the selection process at fault?
    1—inadequately prepared
    2—lack of real sustained interest
  B—Did they have a poor school experience?
    1—unsuitable or unimaginative curriculum
    2—poor teaching
    3—poor advice and counseling
  C—Were other factors responsible?
    1—home conditions including financial
    2—impatience for full scale living such as a car and girl
    3—change of career objective, both less or more demanding
5—Does our responsibility stop when they drop out?
6—Should we consider ideas of the following kind?
  A—A greater diversity of curriculums, especially in level, so that students can be more realistically placed.
  B—Flexible and integrated curriculums and policies that will permit students to shift gears when they find themselves floundering.
  C—The use of cooperative programs with industry to provide opportunity for a hiatus in the schooling period, along

with many other advantages.

D—A time limit on academic credentials to permit wiping the slate clean.

E—Reject the idea that an academic practice or concept is right and immutable because it has a long history.

F—Reject the notion that administrative and pedagogical convenience is the controlling element in academic decision making.

G—Re-examine our goals often and attempt to evaluate how well we are meeting them.

Some of you have answers to some of these questions both for your own institutions and the educational community in general. I confess that I do not have them adequately, either for the Bronx Community College and certainly not on a larger scale. It might be interesting to ask ourselves at this point, for those of us who do not know, why we don't have the information. Is it because we lack the resources to gather it? Is it because we don't know how to go about it? It certainly is not because we are afraid of the answers.

I urge you both individually and collectively to ask yourselves one final question. Do you think it might be worthwhile to go back home with plans to explore and gather the information that will answer these and other important questions? On a broader front, is this the kind of project N.Y.S.A.J.C. should encourage, sponsor and support?

A PHILOSOPHY OF TECHNICAL AND VOCATIONAL EDUCATION

Dr. Albert E. French
President, State University Agricultural and Technical College

Papers should be read at meetings of professional societies only by those who know what they are talking about, experts if you please. Almost every court action has its expert witnesses, and it is the common lot of such witnesses to endure the efforts of one side to prove that they are indeed experts, probably the greatest, while the other side works just as hard to prove that they know practically nothing at all. Perhaps an appearance before a professional society is not quite like an action in court and the efforts to prove the incompetency of the witness will not be pursued with the same vigor and persistence. However, I am going to take a few moments to try to establish my credentials as an expert in vocational and technical education. Perhaps the best I can hope for is a split decision from the jury.

I have been associated with vocational and technical education as a student, a teacher and an administrator since I registered as a freshman in electrical technology at Rochester Athenaeum and Mechanics Institute (now Rochester Institute of Technology) in September 1929. In September 1937, after completing my undergraduate work in electrical engineering and serving a three-year term as an Assistant Electrical Engineer at Eastman Kodak Company, it was my good fortune to become associated as an instructor and acting head of the Department of Industrial Electricity at the New York State School of Agriculture at Alfred with the pioneering effort to establish vocational and technical education as a part of New York State's publicly supported program of post-secondary education. In that year vocational and technical curricula were introduced in the Agricultural Schools (now Agricultural and Technical Colleges) at Alfred, Canton and Morrisville. The success of these programs established a foundation upon which the latter postwar developments in this field could build what is still today the most successful post-secondary program of occupationally oriented education in the United States. In July 1940, I was appointed Director of Industrial Arts and Vocational Education in the public schools of Elmira, New York, and served in that position for eight years with a three-year interval in a manpower coordinating assignment in the United States Naval Shipyard in Brooklyn as a Naval Reserve Officer. In 1948 I was appointed to my present position as Chief Administrative Officer of another of the three institutions that had pioneered the pre-war experiments in post-secondary vocational and technical education. For eighteen months in 1961 and 1962 I served as Field Director of Oklahoma State University's Pakistan Technical Education Project and Advisor in Technical Education to the Education Secretary, Government of Pakistan. In the summer of 1964 I participated in a survey of technical education in Brazil as a Consultant to the Ford Foundation. Again, in the fall of 1965, I served as a Consultant to the Ford Foundation in the Republic of the Philippines.

Perhaps these experiences do not qualify me as an expert, but they have helped me to develop some strong convictions about vocational and technical education. Taken collectively, these convictions add up to a personal philosophy which guides my actions as an administrator. It is this personal philosophy which I would share with you today.

Because educators are prone to attach meanings to words and terms in the light of their own experiences and convictions, it is advisable for a speaker to establish his own definitions of the major terms he will use. I am going to do so at this time even though I risk boring some of you by repeating what you already know.

First—What is vocational education? For some reason educators have made something less than respectable out of what should be one of the proudest terms in our professional vocabulary. Certainly the minister and the priest, the teacher, the lawyer, the physician, and the engineer, have no reason to be apologetic about their vocations or the education and training required for entry into them. Why then should we not show equal respect for the vocations and the education and training of the technician, the building trades mechanic, the machinist or the automobile mechanic? I recall only a few years ago when some of us were preparing for a Middle States evaluation, we were advised by some of our colleagues who had experienced such an evaluation to avoid such words as "vocational" and "training" in our reports. That the fears expressed by these advisors proved unfounded is an indication of progress in understanding, but the presence of the fear in the first place is evidence of the survival of one of the hardiest weeds in the garden of Academia.

The attitude of some educators toward the world of work indicated by this fear of calling a rose by its true name is bad enough in our own country. It is a veritable curse in developing countries and will certainly be a major impediment in the efforts of these countries in seeking a better life for their people. This attitude seems to be a cultural heritage from the process which moved the Greco-Roman society from a period when a Greek king could boast that he could "plow a furrow as straight as any man" to a period in which this same society established education as the right of the free man and work as the lot of the slave. I need hardly remind you of what happened to that society or the part played in its downfall by the debasement of the work of its artisans and farmers. Equally well known is the part played in the downfall of Rome by the educated unemployed produced by an educational system which separated the world of education from the world of work. The part played by these same educated unemployed in the less attractive revolutionary movements of our own day is a direct result of educational systems which produce thousands of literate people whose only occupational outlet is clerical service in an already overmanned government bureaucracy while those who are responsible for feeding the starving masses are forever confined in a prison of illiteracy and ignorance.

Vocational education in its broadest sense is any education which prepares for entry into any occupation or profession. However, although I disagree with the narrower definition, I will defer to professional usage and when I use the term you will understand that I am referring to education and training which leads to employment in skilled and semi-skilled occupations. However, I refuse to refer to vocational education as a "level" of education as so many in our profession do. Vocational education is an integral part of education at all levels and belongs in the educational experiences of any individual at the point in his development when he plans to enter a specific occupation.

Technical education also means different things to different people. To some, including the United States Office of Education, the term should be applied only to education in the fields of science and technology. However, I prefer to regard the word "technical" as synonomous with "semi-professional." In this sense we can regard technical education as any education leading to employment in middle management and supporting positions to professionals in engineering, business, agriculture, service and health fields. Perhaps the term "occupationally oriented" would be better than either "technical" or "semi-professional." However, I shall use "technical" and in this sense I may refer to agricultural technology, engineering technology, industrial technology, business technology, health technology, recreational technology, service technology, and the like.

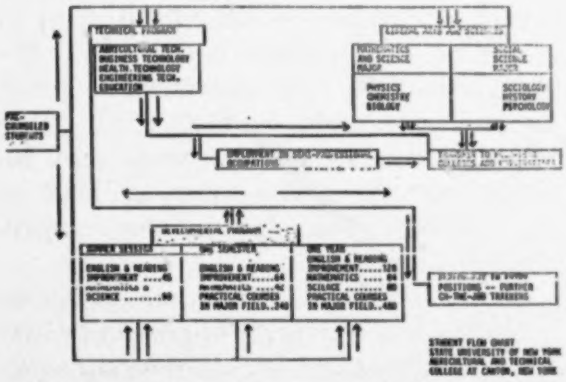
One term which has crept into our professional vocabulary I will not use. In my opinion there is no such thing as "terminal education," Phoebe Ward to the contrary notwithstanding. Everyone of course terminates his or her formal education sooner or later, but there are no educational experiences formal or informal which do not add to the base upon which an individual may build toward new experiences. The introduction of the word "terminal" into our vocabulary is due to our reluctance—if not to sheer inability—to evaluate such experiences and equate them to the traditional building blocks in our educational system. We are making some progress through the use of advance placement examinations but to a considerable extent the evaluation of what we call terminal education has not progressed very far beyond the position of the chemistry professor who, when asked whether he would give credit for a course in freshman chemistry completed at another college, replied, "Certainly not, no one teaches chemistry exactly as I do."

It is now time to ask the question, "Should vocational education be offered in our two-year colleges?" Most of us I am sure would agree that technical education belongs here but many are not so sure about vocational education. My answer to this question is that our two-year colleges must offer programs of vocational education or our society will develop another type of institution to meet this need. We had a near miss in this state a year ago when the Executive Budget included an item to establish a new type of college in our larger urban communities to meet the needs of young people who could not gain admission into the more conventional institutions. Thanks to the alertness of the State University Dean for Two-Year Colleges and his staff, these urban centers are now being operated under contract with community colleges in the areas they serve and we have avoided the establishment of parallel and possibly duplicating systems. Our changing population, increasing technology, shifting occupational patterns, indicate an increasing demand for older, better educated workers which must be educated and trained in post-secondary institutions. Much of the education of the culturally and economically disadvantaged we hear so much about these days, and which incidentally exist everywhere, not just in our big cities, must be vocational in nature. All these demands indicate conclusively that vocational education will become increasingly post-secondary and must be provided by our two-year colleges.

There is an even more compelling reason to reach this conclusion. I am absolutely convinced that our society has made a decision regarding post-secondary education comparable to the 19th century decision in secondary education. That decision is that every boy and every girl shall have an opportunity for education beyond the high school limited only by individual interest, aptitude and ambition. We are now going through the same experimentation and sorting out process experienced by secondary education earlier in this century. By the close of this century I believe that the two-year college will be firmly established between the high school and the senior college and that perhaps 75% or more of each age group will spend at least some time in its student body.

I do not need to remind you of the profound changes which took place in the secondary school when its doors were opened to all. Indeed all the problems created by this change in purpose have not yet been solved. Let us hope that as we open the doors of the two-year college to more and more of our young people we can profit by the experience of the secondary school and avoid some of its mistakes. You can recall the experiments with vocational, technical and general education for those whom we thought would not continue their formal education beyond the secondary school. We tried separate vocational and technical schools, tightly segregated departments in general high schools, and even separate tracks in general subjects for so-called vocational students. None of these worked well except under special conditions. Vocational schools and departments became the dumping ground for incompetent students and discipline cases. The separate concept of vocational education on the secondary level was completely discredited in the immediate postwar period when thousands of so-called "terminal" students and high school dropouts took advantage of the first really universal opportunity for higher education in our history and flocked back to schools and colleges. The majority were successful despite the severe handicaps imposed upon them by the quality of their earlier education, although many paid a needless price in the time required to make up deficiencies. We are now moving toward comprehensive high schools where all students may study together whether or not they intend to continue their education beyond the high school. I take considerable pride in having as early as 1940 resisted the pressure for separate schools and insisted that the best answer, at least in our smaller cities, lay in the comprehensive high school.

As we develop the two-year college as a link in our universal opportunity system of education, let us develop comprehensive colleges at the outset designed to meet the total educational needs of the areas we serve. I am well aware of the arguments against this course of action. The most successful programs of vocational and technical education at the post high school level to date have evolved in specialized institutions. The small enrollments in vocational and technical curricula in comprehensive colleges are not yet due to a disdain for occupational offerings although unless we move to prevent it this attitude may develop here as it has in so many places abroad. It is due at least in part to our own publicity which has tended to place a prestige value on what we call "regular college work" whatever that may be. We are faced with a cultural factor that causes students to covet the reputation of being "transfer" students. We need to restore vocational and technical education to their proper place in our standards of values and to guide students into these programs at the time when they not meet these standards will be enrolled in a variety of developmental curricula. For those whose deficiencies are minor, a summer session of English, reading improvement, mathematics and science may prove sufficient for them to enter the degree program. Those with more serious deficiencies will continue in the developmental program for a semester or a year.


TECHNICAL PROGRAM
AGRICULTURAL TECH.
BUSINESS TECHNOLOGY
HEALTH TECHNOLOGY
ENGINEERING TECH.
EDUCATION
MATHEMATICS AND SCIENCE MAJOR
SOCIAL SCIENCE MAJOR
PHYSICS
CHEMISTRY
BIOLOGY
SOCIOLOGY
HISTORY
PSYCHOLOGY
PRE-COUNSELED STUDENTS
EMPLOYMENT IN SEMI-PROFESSIONAL OCCUPATIONS
DEVELOPMENTAL PROGRAM
SUMMER SESSION
ONE SEMESTER
ONE YEAR
ENGLISH & READING IMPROVEMENT
MATHEMATICS
SCIENCE
PRACTICAL COURSES IN MAJOR FIELD
POSITIONS -- FURTHER ON-THE-JOB TRAINING

STUDENT FLOW CHART
STATE UNIVERSITY OF NEW YORK
AGRICULTURAL AND TECHNICAL
COLLEGE AT CANTON, NEW YORK

The developmental curricula, one semester or more in length, have a dual purpose. Students will continue the study of English, reading improvement if necessary, mathematics and science. In addition, they will spend half of each day in practical instruction in the field they wish to enter. By the end of a semester or a year they will have gained a salable skill which will permit their placement in jobs as advanced apprentices or other types of learning jobs. If they successfully make up their deficiencies they may re-enroll as candidates for the associate degree. Interchange among programs and courses will be kept as flexible as possible. Students who are not successful on the first try in the degree program will be offered the developmental program as an alternative to failure. Students in the developmental program may take any credit courses for which they are prepared. Conversely, students in the degree program who are not prepared for a specific credit course, say freshman English, may be registered in the Corresponding Developmental course.

This may sound to some as though we planned to let students rotate around and around transferring between the degree and developmental programs as long as they wish. This is not the case. Any college which hopes to operate a comprehensive program successfully must have a strong counseling service with enough counselors to get the job done. At Canton we plan to base our counseling on the residence halls with a combination Counselor and Residence Hall Supervisor for each 250 students. Additional counselors will be available to take care of counseling students. Until a student reaches a point where he or she has a reasonable chance to earn a degree in two semesters, and becomes the responsibility of a Division Chairman, the Counselor will be responsible for all academic decisions including re-registration, transfer to another curriculum or program, transfer to another course or to drop a course, and suspension or dismissal. We have rules establishing academic standards just as any other college but as they must be in a comprehensive college, these rules are sufficiently flexible to permit the counselor to keep a student in attendance as long as such attendance is accomplishing any useful result. They are also tough enough to permit the Counselor to terminate attendance at any time, not necessarily at the end of a semester, when further attendance appears to be useless.

Perhaps some of you feel that I have strayed from my topic. I started by stating that I was going to develop a philosophy of vocational and technical education. I have wound up by developing a philosophy of education for all in a comprehensive two-year college. But education for all surely includes vocational and technical education. It need preparation for employment. Although separate institutions may meet with greater initial success, the greatest benefit will result in the long run through the development of truly comprehensive colleges.

I should like, at this point, to outline for you four elements which I believe are essential to any truly comprehensive institution.

First, such an institution must practice a completely open door policy in admissions limiting numbers, if necessary, on a geographic rather than an ability basis. A comprehensive college must accept all high school graduates who apply and even non-high school graduates if their educational needs can best be met in a post high school institution.

Second, a comprehensive college must have a flexible instructional program in order that each student admitted may find something in the institution's offerings in which he or she has a reasonable chance of success. The instructional program should not be organized into tight compartments or "tracks" but should permit free access to courses by all students who are ready and able to profit by them. I get very upset when I respond as I often do to questionnaires which indicate that the questioner believes there is some basis for scheduling vocational and technical students in different general education courses than those who plan to transfer. Who knows who will transfer and who will not? A student who is ready to take analytic geometry and calculus as a freshman is very apt someday to use it as a basis for further study in mathematics and science whether he is enrolled as technical or liberal arts major. A comprehensive college must have "tracks" but the only basis of grouping should be readiness and aptitude.

Third, a comprehensive college must have a student financial aid program which will completely eliminate the financial barriers to education. With the State University scholarship system, federal and state loans, federal grants and work study, we have nearly achieved this. In my own college we give a little extra to this objective by using the profits from the cafeteria and book store for grants-in-aid to especially needy students.

Fourth, a comprehensive college must have an institutional commitment for educational or occupational placement of anyone who seeks our services. This means graduates, dropouts, and even those we do not enroll. Colleges are notoriously uninterested in their dropouts. But how do we define a dropout? Is a student who attends a particular college for one semester and then transfers to another college a dropout? Certainly not. How about a student who attends for one semester then gets a job he would not have gotten had he not attended the college? Many would classify such a student as a dropout. I would not. In my opinion only a student who leaves college without having benefited in any way by attendance should be called a dropout. This would eliminate almost everyone, even the applicant we do not accept if we can counsel him into some other activity which will meet his particular needs.

I am going to conclude this paper by describing the comprehensive program we are developing at the State University Agricultural and Technical College at Canton. The following flow chart illustrates how we hope to operate. Admissions are made from a pool of precounseled students. Those who meet the admissions standards will enter technical and liberal arts curricula leading to the associate degree. Those who do also includes education for the disadvantaged and for the physically handicapped as well as for the superior student. And so I do not find it either necessary or desirable to discuss vocational and technical education apart from all higher education. To do so would only perpetuate that split between the world of education and the world of work which has no place in a highly technological society such as ours.

THE RECRUITMENT AND SELECTION OF TECHNICAL FACULTY

NATHAN AXELROD
Associate Professor, Coordinator, Fashion Buying and Merchandising Department, Fashion Institute of Technology

When my close friend and current roommate—our panel moderator, Dr. Alfred V. Sloan, Jr., approached me at the last moment and converted me from an ordinary conference observer to a substitute for Dr. Eunice Miller, I cast about in my mind for some small aspect or facet of this vast topic: "Technical and Vocational Education," that I felt I could do some justice to at such short notice. I have always believed that learned papers read at gatherings such as these should be the fruit of much research and analysis; I am afraid we will have to settle for much less this time and depend on a practical evaluation that relies more on personal experience than on study and searching of authorities.

Accordingly, I have chosen to delimit the topic to a brief discussion of the recruitment and selection of technical area instructors for the junior (community) college; with even a briefer word on their training and development. I am one of those strange people who believe that a good technical education begins with good technical teachers and that all other factors are important, but secondary. This belief is backed up by about twenty years of recruiting, selecting, developing and supervising hundreds of full and/or part-time instructors for junior college programs, including a pioneering effort in one of the first A.A.S. degree programs in N. Y. State in the Division of Vocational Studies School of General Studies at Brooklyn College (C.U.N.Y.). Incidentally, it was during the early days of my fifteen-year stint at Brooklyn College that I had the privilege of introducing my colleague, Al Sloan, to the fold of vocational education—and look at what has happened to him and our profession since!

In the many years that I supervised Advertising, Business, and Merchandising programs at Brooklyn College, and in the seven years since I joined the faculty at F.I.T., I have formulated (and, of course, adhered to) several specific principles about the recruitment of faculty for these technical education areas, for both full time and part-time people. You might be interested to know that these policies governed the selection of the current staff of thirty-five part-time evening faculty as well as fourteen day session people that now constitute the staff of the Fashion Buying and Merchandising Department at F.I.T.

Simply stated, these policies are:

1. All instructors must be or have been active practitioners in their field of specialization in the industry closely allied to their subject matter. For example, a prospective merchandising instructor must have had recent, heavy buying and/or merchandising experience in a retail organization of established repute; an applicant for a sales promotion teaching post is likewise required to have a substantial background in some aspect of advertising or sales promotion, etc., etc. This experience factor should have been as a senior executive, or in some instances, in a middle management position, for a 5 to 10-year period, with 8 years as the desirable average minimum requirement.

2. Technical faculty applicants must also have a minimum of a bachelor's degree, with preference given to the holder of the master's degree. The few exceptions to the policy over the years (and they have been few and far between) have been the "rare birds" in such specialized subject areas as fashion coordination, display, advertising production, etc. These people have always been difficult to snare into the teaching net, but, then, lack of degrees are not common to the junior college alone; most revered institutions of higher learning have some music and art faculty, for example, who are also degree-less, but yet highly experienced and well-known practitioners in their respective fields. There have been times, however, when our departments have had a sprinkling of doctoral degree holders. Such a situation is highly desirable, but I hastily add that they all had the necessary industry experience previously discussed.
3. Some of my best friends are high school teachers; and my family includes a high school secretarial-studies-teacher-wife, as well as an English-teacher-daughter. But I would avoid and discourage the recruiting of secondary school people who are looking to moonlight as part-timers or to advance up the educational ladder as full-time junior college faculty. I am fully aware of the fact that New York State has industry experience requirements for the licensing of the teacher of technical or vocational subject matter, but these are both minimal and usually marginal. However, this is not my principal objection to the high school teacher. It is the college student's dislike and distrust of the "academician" that has primarily motivated my reluctance to this source of potential teachers.

   Not only does the junior college student wish to completely disassociate himself from his former high school environment, but there is a strong desire to sit at the feet of the master—the industry practitioner. About 20 years ago, when I was new to this game, I did succumb to the easy lure of the ready and plentiful supply of high school teachers, and the results were disastrous.
4. As the need for more and more full-time technical faculty arises, my recommendation for developing such people is to encourage them to start as part-timers (primarily in the evening session). The non-professional educator recruited from industry ranks really needs to get to know his new profession without doing too much damage to the school. He needs to discover that there is more to college teaching than telling his students how great an operator he is or was. An introduction to classroom management, quizzes, projects, assignments, examinations, and term papers are all part of this development.

I hope that I have made my point: that the junior college must recognize that industry experience (coupled with some degree-holding qualifications) must be the principal factor in the selection of technical faculty for its ever-expanding teaching roster.

PANEL III

COMMUNITY SERVICE AND CONTINUING EDUCATION

MODERATOR: Dr. James F. Nihan *(Farmingdale)*
ASSOCIATE MODERATOR: Dr. Leonard Schwartz *(Mohawk V.)*
RECORDER: Dean Robert E. Moseley *(Dutchess)*
ASSOCIATE RECORDER: Robert J. Pasciullo *(Jamestown)*
PANELISTS: Dean Milo Van Hall *(Alfred)*
Dr. Thomas H. Kettig *(Orange)*
Armond Festine *(Mohawk)*
Donald Forsythe *(Corning)*
RESOURCE PEOPLE: Robert Helsby *(Stonybrook)*
Dr. Charles Hoffman *(Stonybrook)*
Ronald Siegel *(Stonybrook)*

WIDENING HORIZONS FOR CONTINUING EDUCATION — A PROBLEM?

DONALD G. FORSYTHE

The theme of the conference, "Our Ever Widening Horizons," is most apropos for Continuing Education. The whole concept of adult education, although not new, is today in the process of having its borders or horizons broadened through the application of the new term, "Continuing Education." Furthermore, it is the community or junior college that is, and will continue to be, one of the major vehicles used in this ever-widening process, simply because we are the one unit of higher education which is most often charged with meeting community needs.

That our Continuing Education doors will have to be opened even wider in the future is evidenced today by the rapid growth in adult education registrations. In 1965, for example, approximately 28-30 million adults went back to school for some type of formal educational experience. (That constitutes approximately one out of every four persons in our population over the age of 21.)

The knowledge explosion, population boom, increased rate of technological improvements, increased availability of leisure time (although many educators in this room might deny this), our ever changing population—all these point toward the need for a healthy expansion of Continuing Education in the near future.

The old cliche, "Man never ages—he just becomes obsolete," has probably never been more true than in today's society. The United States Department of Labor recently issued some statistics showing that a man entering the labor market at age twenty will in all probability go through approximately seven major retraining periods in a forty-year productive career.

Someone in education, and I must confess that I don't recall who the person is, so strongly feels the importance of Continuing Education that he suggested all college degrees and diplomas be printed in fade-away ten-year ink so that individuals will be "encouraged" to periodically reinstate the validity of their degrees via the Continuing Education route.

I have been pursuing this rather lengthy introduction to emphasize the overall general status of and need for Continuing Education today.

I would now like to become specific and discuss one problem that may result from the widening of our Continuing Education horizons. Certainly, many and varied problems will result from this expansion, but since this is currently one problem facing us at Corning, and is an attempt to keep to the time limit suggested by our moderator, let me simply discuss this one problem —the problem of articulation.

There are two avenues for discussing

the problem which I will refer to as the "Inter" and "Intra" approaches.

Regarding the "inter" articulation problem—it is definitely possible that as more and more educational units within the state develop Continuing Education programs the problem of duplication of offerings may become severe.

At Corning, for example, a small problem in this area has arisen between the adult education program of the high school and the College's expanding Continuing Education Program. We have found no definite criteria for differentiating our offerings from high school offerings in the area of leisure-time activities. Consequently, an occasional duplication of courses has occurred.

Our temporary solution to this has been to organize a coordinating council consisting of Continuing Education administrators from both educational units. The group now meets on an irregular basis to discuss program offerings before the duplication problem arises. It has been successful to date, but only because both groups have been willing to compromise on certain issues. The problem still exists potentially until such time some definite and more precise limits of responsibility can be determined for each educational unit in the area of Continuing Education courses to fill the increasing leisure-time void of adults today.

The "intra" articulation problem refers to the difficulty of integrating Continuing Education courses into the total college curriculum. I believe this is one of the most difficult tasks facing those in Continuing Education today, for I believe that in many educational institutions Continuing Education is still treated as odd-time education—an addition to the total program, but still not considered an integral part of it.

In an attempt to accomplish this integration, we at Corning are attempting to implement the controversial "one-college concept." Although only in its infancy since next fall represents the first semester of operating under this concept, we have taken some definite steps aimed toward smoothing the transition period between our present policy and the future "fully-implemented" one-college concept.

This year, for example, our local Board of Trustees has removed from its by-laws a clause causing the Evening Division to be self-supporting in its financial operations. Furthermore, we are attempting to reduce scheduling differences between day and evening classes. We fully intend in the Fall 1967, to allow day students to attend evening classes and evening students to attend day classes; limited only by the size of our physical facilities.

We recognize, of course, that due to the different type of students involved, in the day and evening programs, there may be some necessity for special types of evening classes to be offered in addition to the "regular" day-type offerings. However, we feel this in no way impairs the one-college concept—it merely reflects an attempt by the total college to meet the varying needs of our students.

In the future we hope to further endorse the one-college concept by elimination of the philosophy that evening teaching should be treated as a "fringe benefit." Certainly, this poses many problems of some magnitude, especially in the budget area, but nevertheless the one-college concept mandates its removal. This will not, however, completely eliminate the college's need for part-time instructors since certain specialized courses more appropriate for adults than the typical type of day student will still require specialized instructors.

Eventually, we anticipate the centralization of many administrative functions now being performed separately (although on a coordinated basis) by day and evening personnel. Some of these include the registering, scheduling, and counseling functions.

We anticipate many more problems in becoming truly "a one college," but we also believe that the end justifies the problem in this case. If, as in the words of SUNY as reproduced in *The Societal Dimension,* Continuing Education is truly to be regarded "as a necessary component of the total educational design and not merely an afterthought to be added after the needs of the young hopefully have been met . . ." then its boundaries must be expanded, and problems similar to those embracing the one-college concept must not only be expected, but be welcomed.

Thank you.

COMMUNITY SERVICE "A NEW FRONT IN HIGHER EDUCATION"

MILO E. VANHALL
Associate Dean, Agricultural and Technical College

Service to its community and to the citizens of that community has been accepted by most as a responsibility of today's American college. Indeed, it may well be one of the most distinguishing characteristics of American higher education, contrasting, if you will, with the cloistered, completely independent universities of other parts of the world.

Indigenous to our democratic philosophy is the belief that all segments of both private and public enterprise has some belongingness to higher education. Administrators have learned, often slowly and painfully, that a university or a college cannot exist as an island unto itself, but that community needs, feelings, and attitudes must be a part of a college's commitment.

So, one might theorize that a college's program of community service is part of a survival kit necessary for financial and moral support. This, in itself, is a tempting dish to taste and while some nutritious value might be derived, the savor will be lacking and the delectability will be missing.

Community service should mean much more to a college. It should embrace the highest goals of mankind. It should enhance the opportunity and welfare of all citizens, whatever age they might be and in whatever economic or social strata they might live. It should encompass the willingness to share with others whatever imagination, expertise, knowledge, information, art or science we possess, for to whatever heights the community and its people aspire, those heights, in turn, will bring us richer and more satisfying rewards.

We must ask and re-ask ourselves with whom and to whom does our responsibility lie. If it is only to our students, our faculty, and our trustees, then what could be our greater aims and aspirations have but only inched forward while the dynamic social, economic, and technological surges of our society continue to leap forward beyond even man's most optimistic expectations. But, if we address ourselves to the greater task and join in helping those with whom we live, then these nobler efforts will surely earn for us the recognition we so eagerly seek.

The Junior College can assume a unique role in community service as by its very nature and origin it has always been closer to the people than has the Senior College or University. By its very name, Community College, many of us are charged with involvement of the needs and problems of the community. It is from such direction and dedication that we formulate our goals. We have an unparalleled opportunity to contribute significantly to this "new front" of higher education.

We have not shrunk from this responsibility. Indeed we have matched our zeal and effort with our brashness and bravado and our contributions have been felt in all sectors of our State society, in the industrial and business life, in the cultural enrichment of the people, and in the hard problem-solving needs of a mobile, growing, and often leaderless community.

A college program of community service must be as unique as the community which it serves. The metropolitan Junior College will have and should have a very much different program than does one situated in a rural setting. Enrollment figures representing participants in continuing education courses in one college cannot be compared fairly with those in another. I suggest, therefore, that a more equitable method of measuring numbers of participants be on the basis of percentage of the total population of the community which it serves.

A case in point is the rural community I represent.

Alfred is a unique community to a unique county. From 1900 to 1965, a period of substantial population growth in the state and nation, Allegany County only increased from 40,501 to 43,599, an increase of only 5 percent. During the same period the Village of Alfred, in that same county, increased almost 140 percent. In the decade from 1950 to 1960 population grew in the county 0.4 percent whereas in Alfred alone it was 30.3 percent. This rather unusual population growth pattern has taken place, as we say in our recruitment brochures, in the beautiful foothills of the Alleghenies. These beautiful foothills, however, are also the home of one of the lowest income per capita counties of the state as well as one of the most striking poverty areas of the state. It is little wonder that we are in the heart of New York's Appalachia Region! Compare this, if you will, with the affluent, industrialized communities in which some of our Junior Colleges are located.

Community service, I remind you, is not a recent innovation. It began at Alfred, I suspect, during the very first years of the College's existence, in the first decade of the 1900's. It was the annual trip made from Alfred to the wilds of the Jamestown area and return, a total distance of 250 miles. This was a two week jaunt with wagons and oxen, the lead team being driven by Director and Head of the School, Dr. O. H. Morgan, and the whole faculty—all five of them—aboard. Small hand exhibits, specimen collections, and other portable wonders from the school were shown at each stop in town and hamlet to the wonderment of child and grownup alike. This, ladies and gentlemen, was, I submit, community service on the grass roots level; and, since we have found little to equal the ingenuity and effectiveness of this operation.

Community service can take many forms. We all engage, I am sure in the traditional Evening and Extension courses for both credit and non-credit. Dean Helsby in his report entitled, "The Societal Dimension," lists four major objectives of a continuing education program. The courses we offer contribute to the first two: that part-time students should be provided the same higher educational opportunities as full-time students to achieve their educational goals; and (2) to enable those who have achieved their initial educational objectives to upgrade existing skills and develop new ones, to keep abreast of developments within their vocation or profession, or otherwise to increase their effectiveness.

It is the last two objectives, however, that, if they are to be met, will require more imagination and innovation. They are: to bear on the solution of urban and related problems and to contribute to the cultural enrichment of the people of the state. By what means can we accomplish these?

I urge serious consideration of a Summer Conference Program on your campus. We, at Alfred, find many groups anxious to use our facilities and personnel for conferences ranging from one day to a full week. When an organization is truly interested in a work-type conference, they find the college campus ideal for their purpose. We all should be delighted to make our classrooms, our dormitories, and our dining halls available during the very time of the year when they are not used to full capacity by our students. Aside from the service we provide is the no small item of dollars and profit.

In the broader sense of service, our college has been active since 1960 by sponsoring a Great Issues Conference, a two or three day affair concerned with the great issues of the day. Speakers such as the Overstreets, Dr. Harry Swartz, David Schonbrun, Walter Judd, James Farmer, and Norman Thomas have graced our platform. This year's program was structured with the help of a Lay Advisory Committee who helped select themes, speakers, and panel discussion subjects.

Another area which should be recognized is the contribution our faculty make by assuming leadership roles in a variety of community organizations and projects. Memberships on village planning commissions, school boards, service clubs, Community Action Committees, Red Cross Blood Programs, and many others offer ways in which we can enrich the public sector of our society. It seems to me that we should encourage our faculty to participate in those areas outside their classroom with whatever time and talent they possess.

It is not, however, the precise nature of our individual programs with which we should be concerned, though such review always brings to light new ideas with which we should be concerned.

Chancellor Gould of the State University has suggested that a person should have the opportunity to ''return again and again so that his interests and enthusiasms broaden and deepen, so that he recognizes his role through life as a seeker after more and more of the beauty and wisdom which the world has in store for him.''

Many of our communities face problems which we have brought them. If not for us, many would not face waste disposal problems, water shortages, traffic congestion, the need for more police protection, inadequacy of firefighting equipment, housing shortages, and inadequate zoning laws. Surely our technical know-how, our trained faculty, and even our students should be enlisted in helping local planners and administrators alleviate some of the problems we have created. We read much these days of the ''Brain Drain'' which face countries of Western Europe. I suggest that we have an opportunity to bring to our communities a ''Brain Transfusion.'' All the best brain power and know-how we possess will be needed to bring about satisfactory, or even tenable, solutions.

Many obstacles stand in our way. An apathetic and uninspired administration and faculty is our responsibility. An apathetic and unresponsive community certainly is not our concern alone, but is something which should challenge us even more.

In many cases an apathetic and unresponsive community attitude can be attributed to the lack of communication between the academic and public community. One most effective device inaugurated by President Huntington at Alfred has been an annual luncheon to which all business and professional people of the Village are invited. At this luncheon our future plans are carefully delineated, our present problems are discussed frankly, and, always, there is an opportunity for open discussion and questions. We feel that in Alfred we are beginning to crack the barrier. Suspicions and rumors about our future plans at least now have some basis of truth. Because our enrollment projections, for example, affect every business in our small community, we are most anxious to have managers and proprietors of private industry as well as local government officials in our community be aware of what lies ahead and to assure them that they have our unqualified desire to help.

COMMUNITY SERVICES

ARMOND J. FESTINE
Associate Director of the Evening and Extension Division, Mohawk Valley Valley

During recent years the literature of the two-year college has emphasized the growing concern and increased acceptance of the provision of educational opportunities for adults as a major educational objective. Many definitions of what adult education is or should be, have been offered by leaders in the field. Presently, the new term that seems to be utilized on many college campuses to describe the various adult educational activities carried on by evening and extension divisions, is the term "continuing education."

The most obvious implication of the term "continuing education" is that learning is a lifelong process and I believe that if colleges use the term to describe its commitment to adult education they should also realize that they are assuming an obligation to extend their physical, financial, and human resources to aid in meeting the educational needs of adults within their community.

If we are to effectively meet the educational needs of adults, then the programs should be as comprehensive as possible and utilize as many approaches as possible. The offering of day degree courses at times and places more suitable to the needs of adults is one approach. The development of special non-credit courses, again utilizing the conventional class approach to meet specific needs of adults, is another.

However, the number of adults who can be involved in programs consisting of the conventional course or class and the educational needs which can be met by this approach is limited.

Another new term in the literature, "community services" describes the provision of a large variety of educational services for greater numbers of adults in the community through media other than the conventional course and regular classes. This approach to adult education is strictly an informal one and would include conferences, institutes, workshops, clinics, discussion groups, lectures, and cultural programs of all kinds.

Programs of this nature, would in my opinion, be ideal to meet the vocational upgrading so urgently required by our rapidly changing technology.

They could be utilized to great advantage to provide adults with the opportunity to broaden their knowledge of local, state, national and international political and social issues, provide leadership training to aid in the solution of community problems in rural, urban or suburban communities, and, provide greater opportunity for the cultural enrichment of all members of the community.

In a speech given at Grossinger, New York, on October 21, 1965, at a Conference of Deans and Directors of Evening and Extension Divisions of New York State Community Colleges, Dr. Martorana, the Executive Dean of State University of New York for the two-year colleges, stated that although the community colleges of New York have been urged to develop and implement programs of community service there was little evidence available at that time to indicate the extent of the commitment made by the colleges or the extent to which these services were being performed.

This paper is concerned with a study I conducted, to attempt to determine the answers to these and other questions concerning the provision of community services by the community colleges of New York State. All of the community colleges were included in the study.

The community colleges of New York State were established and operate under the provisions of Article 126 of the State Education Law. The law states in part: Community colleges shall provide two-year programs of post high school nature combining general education with technical education relating to the occupational needs of the community or area in which a college is located, and those of the state and nation generally. Specific courses and extension work *may* be provided for part-time students.

It is apparent from the Community College Law that the colleges are not mandated to provide formal educational programs or community services either for part-time adult students or as an extension service within the community. The decision to establish such programs rests with the trustees of the respective colleges.

The purposes of the study were to investigate the stated commitment made by each of the community colleges to provide community service programs, determine the extent this commitment has been implemented in actual practice, and to determine the relationship between the number and type of community service programs provided by the colleges and certain selected factors.

Due to the limitations of time, I will not attempt to provide you with the definitions of terms used, describe the questionnaire used to gather data for the study, or the methods used to analyze the data. However, I would like to report some of the findings, some of the conclusions drawn, and some of the questions raised as a result of the study.

A preliminary investigation was made of college catalogs, promotional literature, etc., to determine the stated commitment made by the colleges to provide community services for community adults.

The results of this investigation revealed that 15 colleges had indicated a complete commitment, while 13 colleges had made a limited commitment to provide community service programs for community adults.

A total of 581 Community Service Programs were reported by the community colleges for the academic year 1964-65. The number of programs reported by the colleges ranged from 0 for one college to 79 for another.

Of the total number of programs reported 229 or almost 50% were listed as designed to provide cultural enrichment to the community, 194 as Vocational Education Programs designed to increase the vocational or professional competence of adults, 146 as Public Affairs Education, and 12 as Community Development Education.

It is often assumed that the colleges which make the greatest degree of commitment to provide Community Service Programs will in actual practice provide the greater number of programs. This assumption was not borne out by the study. There was very little correlation between the number of programs provided and the degree of commitment made by the colleges.

Assumptions have been made that the newness of a college will result in the need for higher priorities for Day Degree Programs and that the Community Service Division would be the last of the divisions in the college to be organized. Again results of the study indicated little, if any, relationship between the number of programs provided and the age of the college.

An attempt was made to determine whether those colleges which were located in communities with large populations provided a greater number of Community Service Programs than colleges located in small communities. An analysis of the data showed that there were little, if any, differences between the number of programs provided and the size of the population of the community.

One of the most obvious differences among the community colleges is the size of their full time day student body. Because larger colleges have more physical facilities, larger faculties, and greater financial resources, an assumption was made that those colleges with a greater number of full time day students would provide more Community Service Programs than colleges with smaller enrollment.

The correlation obtained between these factors indicated that the number of Community Service Programs provided by the colleges is independent of the size of their full time day student body.

Another factor that can influence the number of programs provided by community colleges is the number of other colleges within the community which offer Community Service Programs. Again, little, if any, relationship was noted between the number of programs provided by the colleges and the number of institutions of higher education within the community which also provided Community Service Programs.

A comparative analysis of the methods utilized by the colleges to finance the different types of Community Service Programs was also made. Five methods of financing were considered in the study. In the first method all expenses incurred by the program were paid by fees charged the participants.

The second method called for the use of college funds to pay all the costs incurred by the program and no fees were charged to participants.

The third method was a combination of fees and college funds. In this method fees were charged to participants to pay a portion of the costs of the program and the college provided the balance of the funds necessary to pay the remaining costs.

In the fourth method, all expenses incurred by the program were paid by a subsidy provided by a group or groups from within the community.

Lastly, the use of federal funds. Here all expenses incurred by a Community Service Program were paid by a grant or grants obtained from the federal government.

As mentioned previously almost half of the total number of programs reported by the colleges were listed as meeting the cultural needs of adults and the great majority of these programs were financed by the use of college funds. Programs reported as meeting the vocational educational needs of adults were supported largely by fees charged to participants, subsidies from community groups, or by a combination of fees and college funds. An extremely small amount of financial support was provided by the colleges for programs in the vocational category.

The colleges did not report any programs which were supported by a grant or grants from the federal government.

Again, the limitations of time prevent the presentation of additional data.

Nevertheless, based on the findings of this study it was concluded that the community service function has not been fully accepted as a major educational objective by the community colleges of New York State.

Further, a discrepancy seems to exist between the stated commitment made by the colleges to provide Community Service Programs and the extent the commitment has been achieved in actual practice.

The greatest contribution made by the colleges through the media of community services was in the presentation of programs to meet the cultural needs of community adults. It was also in this area that the colleges provided the greatest degree of financial support.

While this study provided some information on the provision of community services by the community college, further studies are needed to determine what other factors influence the provision of Community Service Programs by the colleges to meet the educational needs of adults.

More qualitative and quantitative data are needed to determine the effect on the provision of community services by such factors as the method of administering Community Service Programs, the role of the faculty in the development and implementation of Community Service Programs, the methods utilized to determine adult educational needs in the community, and the College's Public Relations Program.

With the increased emphasis on the value of continuing education, the assumption should be tested that a special administrative staff whose interest and training are directly associated with adult education would provide a positive influence on the development and provision of community services.

Similarly, investigations should be made to determine whether the administration of community services as a major function of the college increases the adult educational services the college renders to the community.

The role of the community college faculty in the development of the Community Service Programs should be more clearly defined. If the community college is to be a community-centered institution responsive to the educational needs of all its citizens an answer to the question of whether the faculty has a responsibility to take leadership in identifying areas of adult educational needs should be sought.

Community Service Programs should not be limited to requests made by students or groups in the community. Too often programs designed for adults who have the ability to determine their own needs fail to meet the broader educational needs of the community. The methods by which educational needs in the community are determined are only vaguely described in college catalogs. The effect on the development and provision of community services by an Energetic Program to identify the unmet educational needs of the less vocal groups in the community should be dedetermined.

A need exists to determine the effects of a comprehensive Public Relations Program on the provision of Community Service Programs by the community college. The Public Relations Program of the college should insure that all members of the community understand the purposes and programs of the college, the educational services that the college is prepared to offer, and the conditions under which they will be provided. Further, the college has an obligation to provide in actual practice those educational services described in their catalogs and promotional literature.

Information is needed to assist the community colleges to expand their offerings in the area of community development. Community Service Programs in the field of community development are urgently needed by all communities. The community college as a community-centered institution is in a unique position to develop Community Service Programs designed to aid in the solution of community problems in rural, urban, and surburban areas.

The scope and adequacy of programs developed and conducted in this field determines to a large degree whether or not a college is truly a community college. The solution of community problems represents one of the greatest obligations and challenges to the community college.

The large number of Cultural and Public Affairs Programs provided by the community colleges could possibly be due to the ease and simplicity by which such programs can be developed and conducted. The small emphasis given to Community Development Programs raises the question as to whether sufficient time, staff and financial support are being provided in this area.

Information is needed to determine how the community colleges can provide a broader base of financial support for Community Service Programs. A rapidly changing technology brings rapid changes in vocational and professional educational needs. The great majority of programs designed to provide or increase vocational competence for adults have been supported by tuition fees charged participants. Too often those adults who most need the education cannot afford the fees required. Many programs such as those provided to aid adults to better participate in community development rarely are popular enough to be financially self-supporting.

The small number of programs provided in the vocational and community development categories which were not financed by fees from participants raises the question as to why the community colleges were not more aggressive in seeking federal funds to support these programs.

Business and industry which to a large extent are the beneficiaries of Adult Educational Programs should also be called on to provide greater financial support for these programs. Again the question is raised as to why the community colleges did not utilize this method to a greater degree.

Further studies are needed to attempt to identify those factors that tend to discourage the full acceptance of the community service function as a major educational objective by the community colleges of New York State. The status of the community service function in the colleges will remain marginal and without a clear identity of its own until the colleges accept the development and provision of community service as a major educational objective.

Some of the questions for which answers should be sought are:

(a) Should the Community College Law be amended to mandate the provision of Community Service Programs by the community colleges?

(b) As day enrollments increase are the community colleges expending a disproportionate share of their physical, human, and financial resources to develop and conduct programs equivalent to the first two years of regular four-year college work?

(c) To what extent, if any, does the relationship between local legislative bodies and the community colleges influence the acceptance of the community service function as a major educational objective?

I firmly believe that adult education can no longer be considered a luxury provided by the community colleges as a peripheral operation. To the extent that community colleges provide conventional courses and classes, part of the educational needs of adults is being met. However, this is not enough. Social and technological forces are tending to create complex and urgent problems which must be confronted and solved now by the adult population. The educational needs of adults in any community are as varied and as complex as the problems they must face. Programs of continuing education are a necessity if adults are to take action and make intelligent decisions to solve these problems. We can, I believe, through the media of community services, insure a greater variety of programs to meet a greater variety of the educational needs of adults.

CONTROVERSY AND THE COLLEGE

THOMAS H. KETTIG
Orange County Community College

The contemporary image of the college in American education has so radically shifted in the decades since the days of World War II that today higher education in all its multifarious forms may be said to constitute the nation's biggest business, both from a standpoint of economic factors as well as from a sociological one. The shift, it seems to me, came from a twofold realization on the part of American industry as well as from commerce that perhaps the college, or in more recent years, the truly ''multiuniversity'' could serve as a handmaiden to both the expansion of markets, and the researching of new and ''way out'' ideas that only yesterday were considered the idle playthings of eccentric ivy towered physical scientists. In 1933, a physics professor who specialized in astronomical physics was tolerated by society, and occasionally supplemented his $2,500 a year salary by writing ''interesting pieces'' for the Sunday magazine section. Industry was not ready to establish any intellectual discourse, and certainly the economists and the brain trusters of FDR's early days were viewed as starry-eyed idealists—certainly at best misguided left wingers—not responsible persons that commerce would in a few short years woo.

Yet for all the lack of national awareness of higher education in the early part of our century, there was a kind of intellectual climate that made the college or university a place whose major purpose was the pursuit of wisdom and knowledge, not necessarily geared to a ''practical outcome'' or the sale of a greater amount of soap powder. Small colleges were sources of continual intellectual controversy, and the market place of ideas predominated over the market place of million dollar contracts and restricted government research programs. Lest I be accused of drawing too romantic a picture, let me hasten to say there were exceptions, but in general, we are talking about the major trends that characterized higher education. The encouragement of students to explore constructively and creatively all areas of man's endeavors with no doors closed, was the philosophy that dominated and had developed through centuries of western college and university life.

But with the coming of the Los Alamos project, the computer age, the development of sophisticated mathematical models in the social sciences, and a group of young post-war young men and women who wanted to be where ''the action was,'' our great universities and colleges have today become dominated by concepts that sound more Machievellian than Dewey like ''overkill,'' ''megaton deaths,'' ''hard sell,'' ''firm up the prospects,'' ''classified research,'' ''CIA sponsored junkets,'' and the like. The question might well be asked—can this direction of affairs continue indefinitely and create even greater giants and super IQ factories of higher education? Indeed, Dr. Robert Hutchins, in a recent convocation address at the University of Chicago, addressed himself to this very question.

> But the demands upon the educational system and the expectations of it are built on false premises, sustained by flatulent representations, directed to ignoble ends, which, fortunately, no educational system can achieve. In far less than 75 years,

it will become clear that the system cannot deliver the goods expected of it. As a certain disillusionment about power sets in, it extends to those institutions which are the servants of power. As we are putting our higher and higher technical proficiency to baser and baser uses, some distrust of technical proficiency as the end of education is bound to appear. As nothing is more certain than that the Americans of the future must be citizens of the world and that the great universities of the future must be world universities, chauvinism in the schools and the enslavement of the universities to the military, to the CIA, to "mission-oriented" governmental agencies, or to any nationalistic programs whatever must begin to seem distasteful even to ordinary readers of ordinary newspapers. The concentration of education on meeting the immediate needs of society, as the most powerful pressure groups interpret them by the methods that appeal to those pressure groups, namely, training, information and service, is obviously the direct opposite of what the times require and will shortly be seen to be so.

As the machines take over, as the world becomes computerized and automatic, as the hours, days, and years of labor decline, as free time increases, as a guaranteed annual income supplies every family's basic requirements, what are we going to do with ourselves? On this question an educational system dedicated to training, information and service can shed no light and give no help.

With this background, then permit me to suggest that I feel are some real contributions that our smaller colleges may make, and especially community colleges, as due to the nature of our organization we are presumably able to gauge the sociological pulse of community sentiments. Let me say at the outset that I am not opposed to the technical placement and education of our students, but rather that I feel in recent years our students have let college get in the way of their education, as Burl Ives once said. In our duty to community problems and populations, have we not a moral obligation to provide a series of services that supercedes the so called normal curriculum of formally organized classes? My friends in correctional work have a very apt phase to cover the period of adjustment to the recently released institutional person. The word is "after care," and I dare say that all of us recognize the special needs that are involved in helping the child or adult readjust and learn how to most fully profit from his new circumstance. Likewise for the person who is no longer involved in formal education, he has many needs which the college is ideally equipped to handle. I would like to suggest that we make marked efforts on our campuses to set up a series of panels, discussion, or "talk-in" in which we would invite controversial personalities, works of art, or social programs to be vertically examined. Today many young people, as well as older persons, have access to virtually no free market place where ideas may be freely examined. Church groups, boards of education, and municipal auditoriums are loathe to invite controversial ideas or groups to have a hearing; yet it seems to me that a free forum is precisely what is needed to permit our democratic institutions to examine and scrutinize all ideas. Unfortunately, even many of our college graduates are guilty of having great amounts of information, but little opportunity to creatively think and evaluate. Whereas the multiuniversity is so concerned with research and is often physically separated from us by many miles, the local college may perform a valuable service by becoming "controversial."

Ideally, a committee of faculty, administration, and students could be formed to initiate a series of community participation discussions that would select a group of especially pertinent topics relevant to that time and place. In our community, for example, open housing in Newburgh, the Middletown Elks' anti-Negro policy, the participation of students on faculty committees, the role of the conscientious objector—all of these and many more are the kinds of topics that I believe would be ideal for the purposes outlined. This kind of dialogue would permit the college to become a truly intellectual community where ideas and ideals are merged with an effective force. Each cause would have its partisians, but the college would be the great arbiter where truth could be sanely sought through free and open discussion. As James Reston said some years ago, truth is always the first casualty in war. Likewise free and truthful inquiry becomes the casualty in a community where issues must be resolved through inuendo, slander, pressure group tactics, and Machievellian power struggles.

It seems to me that this is a vital service necessary to the ideal of promoting continuing education that could be well served by our community colleges. I recognize that to some extent this is being done; for example, our college sponsored in connection with the League of Women Voters, and other groups, a symposium on the Constitutional Convention. However, I would like to see much more of the intellectual struggle explored systematically. Especially, it is important to bring people such as Stokley Carmichael, films such as "Blowup," or "Chelsea Girls" so that we can understand and judge more intelligently the direction of the development of the arts, and related ideas.

If education is to continue beyond the June graduation, we have a unique opportunity to render a truly educational service. Today the material means are at hand. We are approaching a thirty-five hour work week, where more and more people will have time to explore new ideas and new vistas of knowledge. For this coming challenge, we need the kind of wisdom that comes with the contemplative quality of the ancient Greek philosophers. It is my belief that if the American society, as we know it, goes in the ash pile of history, it will not be because of Chairman Mao's bombs, or a UFO invasion. Rather, the decline will result from an inability to wisely and courageously make public and social policy decisions arrived at through deliberate and rational processes of shared experiences. If educational institutions can become disengaged from the search for bits of information and better ways to computerize our lives, and rather rekindle the flame of free intellectual inquiry, I believe that ultimately education may truly become not the handmaiden, but the midwife of the great society.

COMMUNITY SERVICE AND CONTINUING EDUCATION

A. The Friday afternoon session included the presentation of papers by Dean Milo VanHall of Alfred and Mr. Donald Forsythe, Director of the Evening Division at Corning. Copies of their papers are attached.

The discussion period was rather lively and centered around the following topics in terms of Community Service and Continuing Education: Dr. James Nihan of Farmingdale moderated this session.

1. Courses should be comprised primarily of those for which the community had expressed a need.
2. Must remember that high school has been a sad experience for many adults and they need individual attention, wise counseling and opportunities for some success.
3. There should be close articulation between the high school, industry and the Community College.
4. The part-time student should have the opportunity to attend classes days and/or evenings—educational services available when needed.
5. One of the many functions of the Continuing Education (Evening) Division should be another chance for the weak or failing full time student.
6. All programs quite obviously should be educationally sound.
7. Continuing education (non-credit) should be subsidized in some practical way.
8. Should have integrated budget—one college—one staff—etc.
9. College services should be available in equal measure to all students attending a collegiate institution—full time, part-time—matriculated, non-matriculated, college credit, non-college credit.

B. The Saturday morning session included the presentation of papers by Mr. Armond Festine, Associate Director of the Evening and Extension Division at Mohawk Valley and Dr. Thomas Kettig of Orange County. Their papers are attached. Dr. Leonard Schwartz of Mohawk Valley moderated this session.

The discussion that followed was much livelier than the preceding afternoon.

1. Cost is still a determining factor and the question arose concerning adequate use of Federal Funds and of real support by Business and Industry.
2. The perennial question arose of how to involve lower income groups—lots of talk—no concrete ideas.
3. Question arose of student involvement—how much, in what way, when, etc.
4. The definition of Community Service posed a problem that the group felt should be resolved.
5. It was indicated by a member of the group that too often there was little correlation between a catalogue statement of what a college or a course is supposed to do and what actually does happen.
6. The question of fees again reared its ugly head. What is the basis—should non-credit courses be required to pay their own way.
   a. it was suggested that cultural programs be subsidized by the college.
   b. greater use of federal funds.
   c. the faculty become more deeply involved.

7. It was reiterated that there should be a good balance between the courses the college starts and those begun at the request of the community.
8. It was mentioned that the college must take a stand on some issues.
   a. it is not necessarily bad for a college to have on its campus —controversial figures and ideas.
   b. in many instances perhaps the college is needed as an arbitrator.
9. Finance again—for Community Service and Continuing Education.
   a. Budget.
   b. Federal grant.
10. One institution in the state is helping institute a vocational counseling center through Federal Funds. Hopes to continue the center through the financial cooperation of Education, Industry and Government.

None of the Resource People scheduled with our panel failed to appear. Mr. Robert Pasciullo of Jamestown and I acted as recorders.

Robert E. Moseley

NOTES

Milo VanHall:

An important objective is to extend the college into the community. In a rural area like Alfred, the college plays an important role. An example would be in planning. Under a Title I Grant, 28 area communities are assisted in their planning by Alfred.

Each institution must cooperate with local high schools and if a program is successful at the high school, then it should remain there. There are sufficient programs for all.

It would be better to allow the adult education programs centered around leisure activities to remain in the high school. The college must continually evaluate each program for quality.

Don Forsythe:

Discussion focused on one-college concept—combination of day and evening programming, etc. Problems arise in continuing education in two areas:

Budgeting: How does one foresee new courses—short term, etc.,—a year in advance? Should a special allocation be set aside for community service?

Academics: Should the evening program accept students dismissed from full time day program?

One major concern of community colleges relates to numbers. If there is overcrowding in day program, should the spill-over students go into the evening programs and take the places of adult part-time students.

The general agreement was that day students displacing adult part-time evening students in night classes, was a disservice.

Armand Festine:

The results of the findings of a study conducted by Mr. Festine pointed out that fulfilling the colleges' obligations to community service can encompass a variety of programs and procedures.

It was suggested that the college devoted to community service, approach this educational activity through groups such as local action committees, and neighborhood centers, etc.

Student volunteers assisted in many of these programs. Courses—particularly those in the social sciences—could be designed with community service an integral part of the content.

Colleges too often only do those things

they do best and do not look for the "unmet needs" of the community.

An important part of community service program is to involve the faculty in it. In addition, one cannot judge impact of any community oriented program based on numbers alone.

Kettig:

College should serve as an impetus to discuss community problems. It should permit and encourage all types of presentation including controversial speakers, etc. It, the college, cannot avoid its responsibilities. "Education should not be the handmaiden, but the 'midwife' of the great society."

Financing controversial programs should come from interested public.

R. PASCUILLO

PANEL IV

INTER-INSTITUTIONAL COOPERATION

MODERATOR: Dean Israel Glasser ..*(Kingsborough)*
ASSOCIATE MODERATOR: Prof. John Orcutt *(Dutchess)*
RECORDER: William H. Schlifke *(Jamestown)*
ASSOCIATE RECORDER: Samuel F. Robinson *(Adirondack)*
PANELISTS: Dr. Charles Laffin *(Farmingdale)*
Prof. Donald Beck *(Corning)*
William Greene *(Urban Ext. C., Buffalo)*
Dr. Brodsky *(NYCCC)*
RESOURCE PEOPLE: Dr. Strassenburg *(Stonybrook)*
Edward Lomska *(Stonybrook)*
Donald M. Frisbie *(Stonybrook)*

Dr. Charles W. Laffin, Jr.

It is a pleasure to be invited once again to join the New York State Junior College Association in its deliberations at the Annual Conference. During what now seem long past (and in truth are long past) days, I had the pleasure of holding various offices, including President of this Association. As Vice-President, I initiated the annual award recognizing outstanding contributions to our movement. The first (1954) recipient was then Commissioner of Education, Lewis A. Wilson, often referred to as the originator of the two-year college in New York State. I little realized that one day, the New York State Junior College award would go to the Chief Executive, the Governor of New York State. So, I take a measure of personal pride in the growth so evident here at this conference.

The topic—INTER-INSTITUTITIONAL COOPERATION—is an attractive one.. In the semantics of our language the word "cooperation" has a positive value—a good image. In the fields of Engineering, Medicine, even of Sports, the concept of teamwork, of individual cooperation, for the good of the team that productive results might be achieved, is in the best spirit of our democratic way of life. That we as individuals, or as institutions of higher learning, should pursue our objectives in the spirit of cooperation, would seem a self-evident fact.

There are many ways and means of institutional cooperation, particularly when those institutions are characterized by the purposes of education; of seeking new knowledge, of teaching, and of community services.

All of the factors of a college's educational process: the faculty, students, finances, the physical facilities, the curricula, probably could be enriched by cooperative support of sister institutions, whether they be on the same educational level, or of varying levels and sponsorship. The exchange of ideas, of campus strengths or personnel, the "team-approach" to meet common problems—that desired goals might be achieved would seem to be a common denominator of educational institutions in a particular location, region, or area.

The idea of institutional cooperation in Higher Education is not new. Merton W. Ertell, in his document for the State Education Department in 1957 quotes Nicholas Murray Butler as having said in 1906 that: "This policy of inter-institutional cooperation is economical financially, and it is economical educationally. In all respects it illustrates what may be called sound educational ethics."

Ertell presents the fundamental need for cooperation as being the tremendous challenge of "providing opportunities for higher education to far more than twice the number of students by 1970" and at the same time "maintaining and improving the quality of these opportunities in the face of serious shortages of qualified faculty members, and serious shortages of money, both private and public, to provide salary increases and for additional physical facilities."

The U. S. Department of Health, Education and Welfare, published a document in 1961 entitled "Cooperative Projects among Colleges and Universities." One of its authors was the then Chief, State and Regional Organization, Dr. S. V. Martorana. This document reports many instances of cooperative projects, some regional, some countrywide, and even international in scope.

While many approaches to inter-institutional cooperative ventures stress the "economics" of operation, there are advocates of both cooperation and planning who stress the academic values of the concepts "cooperation" and/or "planning." Also, Henderson, of Michigan, in an article entitled "State Planning and Coordination of Public and Private Higher Education," states: "Let me emphasize that in a college, effectiveness in reaching goals, rather than efficiency in using funds, is the predominant criterion for appraising an institution. This effectiveness is best obtained through the optimum utilization of the talents of professional men."

With this background I shall direct my remarks to the general location in which the institution I serve is situated —The Long Island area. I do this for two reasons: first, because it is in the area with which I am most informed; and second, because at this point in time, I believe there is much to be achieved before Inter-Institutional Cooperation can be a characteristic of higher education in the region of Long Island.

I would further delimit the Long Island area to Nassau and Suffolk Counties, a limitation commonly understood by "Long Islanders." The Queens-Nassau border has no "wall" of any type and many cross it unimpeded each day, but the "city" becomes an entity of education quite unrelated to the suburbia of Long Island, and this isolation by municipal boundary is in itself an aspect of the thesis of this report, the absence of cooperation—rather than the achievement of inter-institutional cooperation.

A recent and rewarding cooperative effort was experienced when Hofstra University had a federal grant to train language teachers and inner-city guidance counselors a year or so ago. To obtain the grant, it was necessary that Hofstra house the students. At that time, the University had no residence halls and Farmingdale dorms were not fully occupied for the summer period of the grant. The two institutions cooperated. Hofstra provided instruction, staff, transportation, and Farmingdale provided residence and dining facilities. The language teacher program and the inner-city counselors program were successfully implemented. Such a venture included all of the aspects of two or more educational agencies working together for a specific objective. There were some problems and many satisfactions as outcomes of the summer experience.

In 1959, when I first assumed an administrative responsibility of a college in the Nassau-Suffolk Region, as Vice-President of Nassau Community, I found in existence a loose confederation of cooperativeness in an unofficial, unstructured entity known as The Long Island Council for Cooperation In

Higher Education. It began shortly after World War II when Adams of Hofstra, Eddy of Adelphi, and Knapp of Farmingdale were "Higher Education on Long Island." The three met to discuss some of the problems of the returning G. I.'s in the 1946's, of a cooperative approach to unforeseen new demands. The complexity of, for example, teacher education on Long Island may be illustrated by the fact that at one time St. Johns, New Paltz, New York University, and Columbia Teachers College all conducted extension work in Nassau and Suffolk. Both Adelphi and Hofstra had growing teacher education programs. At one time New Paltz, New York University, Brooklyn Poly Technical Institute and Cornell University were conducting programs on the Farmingdale campus. Adelphi, a woman's college, anxious to serve returning "G. I.'s" was converting to co-ed status.

Confusion and competition rather than cooperation, was the watchword of the day. Knowing of the existing concern of private colleges relative to encroachment by public institutions, the speaker attempted to revive a "Council on Cooperation" by visiting Adelphi and Hofstra and assured them that SUNY was dedicated to the policy of supplementing not supplanting. The new Community College in Nassau, with an avowed published policy in Liberal Arts, was not joyfully received by Adams and Eddy. One outcome of these discussions was a promise on my part not to pirate Ph.D.'s.

In 1961, as President of Farmingdale, the speaker held a luncheon meeting on the campus and invited presidents from Molloy, Post, Adelphi, Hofstra, Nassau Community College, SUNY at Oyster Bay, Webb, etc. It was a nice luncheon. Little else resulted.

The area today is marked by rather bitter competition, lack of cooperation and perhaps even a lack of understanding between institutions of higher education in Nassau and Suffolk. This is evident not only between public and private but between private and private—and public and public—and in one instance even intra-institutional lack of cooperation of one Long Island institution has been well publicized.

The recent stalemate between Hofstra and Long Island University in regard to a single Law School as recommended by reports, studies of the legal profession and the Regents resulted in both pronouncing the establishment of law schools a scant ten miles apart—requiring duplication of faculty, library and other highly sophisticated resources.

The unhappy story of downtown *Brooklyn L.I.U. vs. Suburban Post and Southhampton Colleges* of the same university indicates that there are some miles to go before even intra-university cooperation is completely achieved. These conflicting, rather than cooperative qualities, are illustrations of the lack of inter-institutional cooperation in the turbulent area of Long Island.

But, closer to home, as far as two-year colleges are concerned, is the frequent lack of full cooperation between the three public two-year colleges in Nassau and Suffolk Counties. This on occasion is due to lack of budgetary support. For example, about a year ago, it was proposed by a faculty member at SUNY, Stony Brook that a "computer-assisted teaching program" be initiated whereby the computer at Yorktown Heights, Westchester, with which Stony Brook is tied in, and the two-year colleges, Nassau, Suffolk and Farmingdale cooperative with the University Center. All agreed to the proposal as a worthwhile endeavor. In the case of Farmingdale, no funds for rental of equipment or employment of personnel were provided. Here, willingness was apparent and lack of finances retarded a fine inter-institutional research project. I am confident that when funds and equipment are available, the multi-institution educational propect will be developed.

But, finances alone do not inhibit cooperation. A year or so ago, amid widespread publicity, including news photos, et al., a program between a Community College and Farmingdale was publicized whereby the two colleges were going to pool individual competencies to offer a Police Science program. The Community College would provide its excellent Liberal Arts courses and Farmingdale its quality Police Science subjects to Police Department officers. I recall a photo of the College Presidents and Commissioner of Police in many local news media. Before one semester was over, the Community College was authorized to offer the full program and Farmingdale's well-established Police Science Department support was abandoned. The highly sophisticated "crime laboratory" developed on our campus and the extensive library holdings acquired, both areas which have received significant Federal support, presumably now must be duplicated at two other colleges within a few miles of each other.

Coordination, available some two hundred miles from the scene in Albany, is not the answer. Inter-institutional cooperation must be a philosophy of operation at the local and/or regional level. It has to develop from a realization that the combination of strengths of several institutions results in a richer educational resource than the total of each independently.

I have tried to illustrate at least three inter-institutional cooperative projects: that between a private university and a public two-year college, where the two-year college had residence capability and the university lacked these facilities; an effort to cooperate on an academic bi-college venture to meet a community need, and a multi-college research plan utilizing highly complicated and costly computer hardware.

It is my belief from experience in inter-institutional cooperation that when the Chief Administrators and policy structure believed cooperation would enhance all institutions engaged in the venture, cooperation became possible and a positive value was achieved. If at the highest policy and administrative level there exists either a lack of enthusiasm or outright disinterest, inter-institutional cooperation breaks down to inter-institutional competition.

In each region of natural relationship there ought to exist a viable mechanism for conducting cooperative ventures and a continuing dialogue seeking out factors, conditions, problems—which might better be faced by a multi-institution approach rather than by an individualistic one. By no other means can the strengths of one be enhanced and accrue benefits to neighboring institutions and the student constituency.

COOPERATING FOR COMMUNITY SERVICE

William Greene
Assistant Director, Cooperative Urban Extension Center

My remarks might well be included in either of two panels—"Community Service and Continuing Education" or "Inter-Institutional Cooperation," inasmuch as they describe an activity in both areas. The experiment involves the establishment and operation of the Cooperative Urban Extension Center in the Western New York area. The Center is new, having been in operation less than six months. Its emphasis is on the development of innovative approaches to community problems.

It is *cooperative* in that it is jointly sponsored by a number of institutions of higher education in the Western New York area. Representatives are drawn from both the public and private sectors, and include two-year colleges, four-year colleges, and universities. The original sponsors were Canisius College, D'Youville College, Erie County Technical Institute, Rosary Hill College, and State University of New York at Buffalo. In the past several weeks, Niagara County Community College and Niagara University have accepted our invitation to join the consortium.

The CUEC is *urban* inasmuch as it focuses on problems of the city. Higher education has become increasingly aware of the city and its problems. Our organization represents but one of many efforts directed toward determining how best to use the unique qualities of higher education in the service of the city.

The CUEC is an *extension* of the institutions in that it provides a *physical* presence away from the campuses in some instances, and in that it extends the *functions* of higher education into new areas of activity. It cuts across the traditional categories of chronological extension, geographic extension, and functional extension.

The objective of the Cooperative Urban Extension Center is to provide an administrative instrument for higher education to assist cities in finding solutions to urban problems. In practice, the function of the Center is to serve as a broker. It identifies problems, defines the role of agencies (both educational and non-educational) in solving these problems, and attempts to find financial resources. This broker function, like any other analogy, is not completely the case. Indeed, full commitment to the concept can lead to difficulties. Our responsibilities do not always end once we have arranged the "marriage."

The original source of funds for CUEC came from Title I of the Higher Education Act of 1965. Dean Robert Berner of the SUNY/B was the recipient of a small grant, $30,000 to be exact, to develop the idea. We have since received an additional $50,000 for specific projects.

The staff has been selected so as to include a wide variety of skills. The director is an urban planner. His administrative assistant is not only a student of politics but a practitioner of that art. My background includes experience and training in the social sciences, in education, and in community organization.

Very early in the development of CUEC it became clear that the staffing needs far outstretched the monies available. As a result, SUNY/B has supplemented the funds provided by the grant. This has not been an unmixed blessing. The staff must guard against a tendency to give higher priority to the State University of New York activities than to cooperative activities.

Like any new organization, we have been subject to some criticism—not a great deal, to be sure—and I like to think that in most cases unjustified. Our name, for example, has caused some confusion. I have been told that some persons in Cooperative Extension Service, which is part of the State Extension Service working out of Cornell University, finds some confusion between our name and theirs. Probably a more compelling reason for changing our name is that some people have discovered the initials "CUEC" can be pronounced "kook."

I should like to describe *two* of our activities in order to give you a better idea of the sorts of thing that we are doing.

The first of these is the Model Cities Conference held in Buffalo on January 19 and 20 of this year. Its objective was *to make the public aware* that the federal government was providing funds for massive planning purposes in urban areas. We were concerned also in *crystalizing public opinion* in favor of the City of Buffalo becoming involved in such a program. And thirdly, we consider it a legitimate activity for our organization to become *actively involved in implementing* such activities.

Title I is a magic term. All too often in this era of grantsmanship it symbolizes a monetary "fountain of use." Title I of the Federal Demonstration Cities and Metropolitan Development Act of 1966 is no exception. It provides funds to be made available to approximately 60 or 70 cities in the United States, who can demonstrate that they have the staff, and the desire to plan and promote a massive, total plan for reorganizing and redeveloping selected sections of the city.

The success of the Model Cities Conference sponsored by the CUEC is measured by the fact that at the present writing, the City of Buffalo is in the final stages of preparing a Model Cities Proposal. Of course a proposal may have been made even if the conference had not been held. However, the staff of the CUEC has continued to play an active role in the making of policy and in the implementation of the activities leading toward the preparation of the proposal.

From informal conversations with officials from all levels of government, we have the impression that the Buffalo Model Cities Proposal is unique in the extent to which participation among rank and file citizens was sought and achieved. It is our belief that this participation is a direct result of publicity and widespread interest flowing from the Model Cities Conference.

The press coverage was rather staggering, due in part, of course, to the participation in the conference of a large number of local and national leaders. FM radio station WBFO carried the entire proceedings live.

This project, which is now complete as a demonstration, suggests that the institutions of higher education, when working cooperatively, can enter into the affairs of the city in such a way as to arouse interest, provide perspective and accelerate action. We believe that this is a legitimate and important activity of the wearers of the gown in the town.

The *Woodlawn Education Information Center* illustrates more graphically the way in which the resources of higher education can be combined to provide services to the community.

The WEIC was established on January 3, 1967. It is a store front which provides a physical presence for higher education in the ghetto. Its guiding philosophy is a simple one although really quite revolutionary. It states that preconceived notions about what kind of services ought to be offered to people living in such areas are misleading. The greatest strength of the facility has been its ability to respond to the *express* needs of the people served. Because it is located in the center of heavy pedestrian traffic, many persons visit the Center. Because staff personnel is drawn from persons living in the neighborhood, the visitors feel free to speak about their needs and desires.

The functions of the Center are several. First, of course, is that of establishing *two-way communication* between persons living in a ghetto neighborhood and the institutions of higher education.

Second, is to provide *expert information service* on questions asked by persons in the neighborhood. This is accomplished by something we call a *switchboard* operation. This means that when someone asks a question of our store front manager, who is a resident of the neighborhood, he is able to draw from a list of faculty of various cooperating institutions, the name of a person who has the kind of expert knowledge needed to provide the desired information. The role of the switchboard operation is to provide personal and immediate answers to the questions. It has proved quite successful.

In addition, the Center serves as an *information outpost* so that persons may become aware of the many social resources available to them. Referrals are often made to appropriate agencies.

Where the kinds of services are *not* readily available, we try to provide them. Thus for example we have a course in data processing, fairly extensive programs in remedial reading, and tutoring in a number of subjects. In some instances guidance counselors and people with similar kinds of skills are pressed into service.

One of the more intriguing functions of the Store Front Center is to provide a channel whereby persons otherwise enclosed in a physical and psychological ghetto can communicate with the larger society. The Center encourages people in the community to talk to members of the faculty, and to the student body. As a result, both groups gain new insights about each other.

Perhaps the most significant point here is that the people who live in the community have very definite ideas about what skills they need in order to operate in a changing urban culture. The Store Front Center has attempted the difficult task of meeting these needs as directly and as immediately as possible, without previously established priorities. I should like to stress this point. Perhaps the key methodological insight is that we entered into this program without any pre-conceived notion of services needed.

This is a continuing process, an exciting program, and cannot be accomplished without the support and active help of all of the colleges and universities in the area. That the students who volunteer to work with us are committed to continue their deep involvement in the project, is illustrated by the recent decision of the Student Senate of the SUNY/B to donate $2350 in funds to supplement student activities of the Center.

The Model Cities Conference and the Neighborhood Store Front Centers are but two of the projects in which we have become involved. I should like simply to mention the following. We have been working closely with the Opportunities Development Corporation, a non-profit organization located in the City of Buffalo, which is concerned with problems of urban poverty, urban discrimination, and the need for upgrading of job skills of persons living in ghetto areas. We have worked with them in developing research proposals and proposals for innovative ideas in their field of interest.

We are working with the School of Medicine at the State University of New York at Buffalo in developing so-called Medical Outposts, a kind of extension of the medical school into hard core areas. It is expected such outposts not only would provide better medical care for the people in the neighborhood served, but also would improve the quality of medical education.

We are concerned with urban redevelopment in a number of areas in Western New York and participate actively in planning and implementing programs. Recognizing the need for increased communication, we are trying to develop a journal of urban problems directed primarily at the Western New York area. This brief rundown of activities suggests the broad range of opportunities for higher education in its attempt to improve the quality of urban life.

Although the Cooperative Urban Extension Center has made great strides in the few months of its existence, and we are confident that the future holds great promise, I must confess that much remains to be done. We need particularly to concern ourselves with problems of cooperation between the various schools. This is really not an easy task. I don't believe that we have been able to reach a maximum level of communication between the schools in the consortium. Nor have we succeeded at this point in clarifying the areas in which cooperative activity is possible. Thirdly, we need to develop techniques which will increase the amount of participation of the staff and faculties of the various schools.

The challenge of these problems is not simply the development of better techniques within the Cooperative Urban Extension Center. We need to explore further the possibility that the institutions of higher education in general may provide barriers to effective cooperative action. I shall close my remarks by raising several points which need to be explored before institutions of higher education, and particularly the two-year colleges, can organize most effectively in addressing themselves to the problems of the city.

Difficulties in obtaining faculty participation has been noted by others. This was found to be one of the basic impediments to community service in the experiments in urban extension conducted by the Ford Foundation during the period from 1959 to 1966. The question is a simple one; the answer is more difficult. What kind of rewards can be provided for faculty so that they will be motivated to supplement their work in the classroom and the laboratory with service in the community? I suspect that this problem is even greater in two-year colleges, where all too often the organization of the schools places faculty in positions which make it difficult for them to apply their knowledge and skills in a professional manner or to assume professional responsibilities.

A point that was mentioned by Dean Glasser in his opening remarks yesterday bears repeating—that is, a fear of loss of autonomy on the parts of many institutions. Cooperation will be lessened to the extent that competition and threat exists among various schools; to the extent that some schools, particularly two-year colleges, are afforded a ''Mickey Mouse'' status, and the extent to which a feeling of need for respectability on the part of key administrators results in fear of involvement in some kinds of activities in the community.

I think also that all institutions of higher education need to reexamine their practices and to redefine their functions as they relate to the local urban community. To define the two-year college as an extension of high school into the thirteenth and fourteenth years is to render it sterile. To view the two-year college as the first two years of higher education is to divert attention from those unique qualities which a junior college has. It is local; it can be committed to community service; and it must be comprehensive.

In this day of increasing demands for education, it is the community college which must bear the brunt of providing higher education for all. In order to do this it must resolve the tension between its need to maintain certain academic standards and its need to serve students who might not meet such standards. It must place increased emphasis on community service. And it must assume a responsibility for action research, not only because of the need, but because such research will provide a device for involving, invigorating and upgrading faculty.

Precisely because they are part of the community of higher education, junior colleges do share some important objectives with their four-year sisters and multi-versity big brothers. I am thinking particularly of the responsibility of addressing themselves to the emerging problems of our contemporary, changing, urban conditions. Perhaps even more than its prestigious relatives, the two-year college has a commitment of service to the local community.

The function of the two-year college is a broadly defined one which includes lems of institutional inertia, suspicion a commitment to contributing to the understanding and resolution of the many problems and issues found in its local community. When viewed in this light, the two-year college need not assume a defensive posture, nor a position of inferiority. It can join the other institutions of higher education proudly and as a full *partner*—confident that it, and it alone, can make a *unique* contribution, complementary, but *not subordinate,* to the contribution of others.

A CASE STUDY OF THE COLLEGE CENTER OF THE FINGER LAKES TO ILLUSTRATE INTER-INSTITUTIONAL COOPERATION

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In this age of federal and state financial support for education grants of all sorts, there seems to be a rather sudden shift in the traditional attitude taken by colleges toward cooperating in educational ventures. The traditional prob- about scholarly peers, and a multitude of institutional rivalries seem to have accounted for so little cooperation up to this time. Of course, there have been some formal compacts among colleges to effect interinstitutional cooperation, but the number has represented well under ten percent of the total number of higher education institutions. Other colleges have cooperated on particular projects, usually as a matter of convenience, but seldom involving joint planning or operation of a broader-based educational policy or program.

Although this paper will not attempt to review the literature pertaining to purposes and guidelines of interinstitutional cooperation, a brief review of this concept will be presented as background for considering the College Center of the Finger Lakes.

An immediate problem connected with this concept is the definition of interinstitutional cooperation. Just what do we mean when we use this phrase? Institutions of higher education have cooperated with each other for some time. They have exchanged professors and students, shared physical facilities, recognized the academic credits of other institutions and participated in numerous other formal and informal cooperative arrangements. In June, 1957, Merton W. Ertell published a volume entitled, *Interinstitutional Cooperation in Higher Education*, in which he classified cooperative effort into ten major areas:

1. Cooperation in planning.
2. Cooperation in providing programs and educational opportunities for students.
3. Cooperation in sharing faculty resources.
4. Cooperation in sharing physical facilities.
5. Cooperation in using joint classes.
6. Cooperation in library activities.
7. Cooperation through contracts for services.
8. Cooperation in business affairs, administrative practices and fund raising.
9. Cooperation with other cultural institutions.
10. Other cooperative activities.[1]

Ertell then catalogued the cooperative arrangements in existence, particularly in the State of New York.

It is interesting to note that, when discussing the philosophy of interinstitutional cooperation, Ertell quotes Nicholas Murray Butler as follows:

> "This policy (of interinstitutional cooperation) is economical financially and it is economical educationally. In all respects it illustrates what may be called sound educational ethics."[2]

Butler, however, made this comment in 1906. If the concept of interinstitutional cooperation is so good, why hasn't it been put into effect in a great many areas? Perhaps the answer is that the concept required further examination.

Colonel Herbert W. K. Fitzroy, Administrator of the University Center in Richmond, Virginia, and a pioneer in the field of interinstitutional cooperation, examined the concept in his paper, *Cooperation Among Institutions of Higher Learning in the Community.* Fitzroy maintains that two levels of interinstitutional cooperation should be distinguished. One level includes "cooperative arrangements as a matter of convenience."[3] For instance, two colleges share a mathematics professor until each can retain its own. Many of the arrangements catalogued by Ertell could be so classified.

The second level, according to Fitzroy, concerns what he terms "a new concept especially adapted to a multi-institutional situation — a University Center."[4] The University Center is the "creation of the area institutions. They become affiliated with it voluntarily, and they may leave it at will."[5]

The function of such a University Center concerns the educational policies of the participating units. Implicit in this cooperative venture is the "abandonment of the nineteenth century concept of the college as an institution, alone and in isolation, capable of adequately educating its students . . . vastly increased areas of knowledge demanding instruction by specialists, the need of expensive scientific equipment, the proliferation of necessary and costly books have made this concept obsolete in the middle of the twentieth century."

In essence, the second level of interinstitutional cooperation requires the cooperating institutions to plan jointly significant educational programs and to share whenever possible the facilities and staff support necessary to continue to provide for excellence in education. Cooperation would mean that not every institution would seek to be all things to all students but instead share the specialized resources and programs necessary today. Libraries would have basic collections and share specialized collections; faculty specialists would be shared and institutional purposes and policies would be jointly considered and moulded into an overall program designed to meet the educational needs of the area and the future.

It is with this brief background that this paper will consider the College Center of the Finger Lakes as a *Case Study of Interinstitutional Cooperation.*

The College Center is a cooperative venture of nine institutions of higher education: Alfred University, Cazenovia Junior College, Corning Community College, Elmira College, Hartwick College, Hobart and William Smith Colleges, Ithaca College, Keuka College and Mansfield State College. Together these institutions represent over 10,000 students and nearly 800 faculty members. Educational programs offered by these member colleges range from liberal arts to nursing, mechanical technology and dramatic arts.

The College Center is an effort by these member institutions to accomplish their objectives in a more effective and economical fashion. Perhaps some background information will provide perspective on how this cooperative venture fulfills its purposes.

In 1958, the Corning Glass Works Foundation made a small grant to the Presidents of Alfred University, Corning Community College, Elmira College, Hobart and William Smith Colleges and Mansfield State College. The purpose of the grant was to allow the Presidents to meet once each month to discuss mutual problems and practices. These meetings continued for over a year. The result was a determination on the part of the Presidents that, despite the fact that the colleges were in many ways significantly different, there were enough activities which could be undertaken as a group to justify the establishment of a cooperative venture. Accordingly, the

College Center was formed and chartered by the Regents of the University of the State of New York in 1961 to achieve the following purposes: to act and serve primarily as an organization through and by means of which individual colleges and universities may by joint and united action (1) more effectively and efficiently achieve and carry out their separate corporate purposes and aims, (2) develop, promote and maintain programs and projects in support of their separate educational programs, including those which may be beyond the means or abilities of any one college or university and (3) enlist the cooperation of other area educational and cultural institutions in educational programs beneficial to the area in which such colleges and universities are located.[6] Almost immediately after its formation, Ithaca College and Keuka College became members of the College Center.

A community of interest was thus defined—although in general terms—and a decision-making body organized. An administrator of the College Center was immediately retained and the information-gathering process began. Committees of like officials at the member colleges were formed to explore and develop cooperative programs which would fulfill the purposes of the College Center.

Admissions officers, student personnel officers, academic deans, business managers, librarians, professors in the same disciplines all met as committees to examine what could be done. The task of the administrator of the Center was to have these committees identify and develop programs, have the programs approved by the Trustees—the Presidents of the member institutions—and facilitate and coordinate the implementing of the programs by the representatives of the various colleges.

This process sounds smooth. However, problems were encountered at every step. Community of interest must get rather specific when implimenting programs are to be developed. Institutional prestige or its imagery manifests itself when like officials face each other in a committee meeting."[7] For instance, the first time the Admissions Officers met, the representative of a four-year private prestigious institution which had many more applicants than places looked skeptically if not haughtily at the representative of the community college which accepted all applicants. No words were exchanged but the attitude was obvious: What do we have in common? This problem was eliminated, however, when a joint project—an annual Conference for High School Guidance Counselors—was developed. Working together on a project which was mutually beneficial helped alleviate if not eliminate attitudual problems. I might add that the four-year college has maintained its student enrollment at the same level for the past four years. The Community College, however, has increased its enrollment over five times and is now significantly larger than the four-year college and will be even more so in the near future.

The problem involved in the program development process was not only attitudual. They also concerned resources. Each of the committee members were fully involved in their duties on campus. The College Center committee meetings not only took time and effort but the implementing of the projects also took time and effort. Ways had to be found to release manpower as well as financial resources to work on cooperative projects—or else people not busy on campus had to be found—and who in this supposedly leisurely profession is not fully involved in campus and professional activities? The Presidents were able to correct this situation by making service on College Center committees an integral part of the administrator or faculty member's campus assignments.

With general community of interest determined, a decision-making body, a developmental and implementing organization and process, specific cooperative projects were developed. These included a cooperative library program, a science research project on Lake Seneca, a Conference for Guidance Counselors, an atelier-studio in the International City of the Arts in Paris, a research grants-in-aid program for faculty, a student seminar, a program of faculty seminars in non-Western studies, a cooperative graduate program and others which will be discussed at further length later in this paper.

"These programs were not developed easily or quickly. In addition to attitude and human resource problems, the College Center had to find financial support for the projects. The Colleges provided basic operating funds but each program had to be funded from outside sources. Fortunately foundations and individuals have been most generous."[8]

Another problem encountered was the political boundary. Public institutions are particularly rigid when either a person or money crosses the state line. The rules used to be that a Mansfield professor had to have approval 30 days in advance in order to drive a college automobile across the state line. Until recently, the Mansfield dues for College Center operations could not be paid from public funds. Fortunately, specific exceptions to general rules have now been made which have eliminated these somewhat irritating problems.

In addition to these problems: the effort it takes to have representatives of a hetereogeneous group of colleges reach specific decisions along with the constant conflict caused by the divided allegiance of the participants in the programs is a somewhat frustrating situation. Nevertheless, even a little success is more than worth the effort. A brief portrayal of some of the programs may illustrate how the College Center attempts to achieve its purposes.

Research Grants-In-Aid Program

To stimulate research by faculty of member colleges, the College Center makes small grants which enable the professor to spend his summer in scholarly activity. This program is administered by a Research Council composed of representatives of member institutions. In the past several years, faculty have received research grants-in-aid for projects varying from "Necessary and Sufficient Conditions for Mathematical Transformation" to "Jemima Wilkinson: The Public Universal Friend." Research grants during 1965-66 amounted to $12,454, awarded to 22 applicants representing each of the member institutions.

Faculty Seminars

To provide an opportunity for faculty educated primarily in the Western tradition to attain information on non-Western studies, the College Center in conjunction with the Office of Foreign Area Studies of the New York State Education Department, has established a series of faculty seminars. Last year the seminar was concerned with India: this year, with China. About twenty faculty members participate in the seminars. The seminar leaders are acknowledged experts who provide a bibliography and who come to Corning for Friday night and Saturday morning sessions on a monthly basis from October through May. Next year's seminars will be on Japanese Studies.

Some faculty members attending this seminar also receive grants for further study. One attended a 1966 Summer Seminar on Chinese art, culture and society held from June through August in Taipei, Taiwan. Another received grants for independent reading for the summer and during the year. Several other similar grants have assisted faculty members to become more knowledgeable "in the area of non-Western studies.

The objective of this program is to try to influence faculty to incorporate information on non-Western areas into basic courses on a comparative basis.

There have been faculty seminars on a more limited basis on several other topics, including data processing, English, and Contemporary society.

Faculty Exchange Program

It is also possible for faculty at one college to switch with an equivalent at another member college for a period of a semester or year. Young faculty can thereby expand their experience whereas older faculty may find a year at another institution a refreshing experience. This program is yet too new for any faculty to have been participants.

Science Research—Project Lake Diver

To broaden the opportunity for faculty and students to participate in research projects, the College Center developed Project Lake Diver. This program consists of providing research and study facilities on Lake Seneca and at Houghton House. The Corning facility which serves as the base for the Center's operation. A field laboratory, boating facilities and three boats operate on Lake Seneca and a laboratory is being developed at Houghton House. In cooperation with two local physicians, a research project on the physiological effects of SCUBA diving is in process. Also in process are research projects of faculty of member colleges, including studies of pollution and sedimentation. Currently there is a committee to develop an academic program in limnology and to explore the possibility of a summer institute.

This project has involved several students from the various colleges who have participated in the research, and operation of the facilities.

Paris Atelier-Studio Project

To provide faculty and students an opportunity to pursue their vocation in the best possible environment, the College Center has founded an Atelier-Studio in the International City of the Arts in Paris, the College Center will have the right for the next 99 years to nominate a serious artist, musician, writer, sculptor or painter to occupy this studio. Although only its second year, several member institutions have had representatives in residence at this studio.

Visiting Scholars Program

To take advantage of the economics of block booking and one-time transportation, a cooperative Visiting Scholars program has been developed. This year Alan Havhaness, composer and Fullbright research scholar to India; Donald Keene, Department of Chinese and Japanese Studies, Columbia; Morris Kline, educator and mathematician, New York University; and Alan Tate, literary critic and poet, University of Minnesota, will participate.

Library Program

Four years ago the Fund for the Advancement of Education gave the College Center a small grant to study the possibilities of cooperating in library services. The librarians of the member colleges together with appropriate consultants used that grant to develop an interlibrary loan policy for faculty and students, a Union List of Periodicals, and exchange of duplicate materials and a purchasing program designed to avoid duplication of holdings. All of these projects are now operational.

Now the librarians wish to establish a Joint Technical Processing Center, eventually reclassify from Dewey to Library of Congress System and develop an automated system. A federal grant proposal has been submitted for this project which, if approved, will begin this year to process all new American imprints for member institutions.

Conference for Guidance Counselors

To help the admissions officers, the College Center has, for the last five years, sponsored a Conference for High School Guidance Counselors. Each year, about 60 counselors from different sections of the country visit each of the campuses, hold panel discussions with admissions officers and hear addresses on topics of professional interest. It would be extremely difficult, nevermind expensive, for any one college to hold this Conference. This project has been extremely successful in terms of effecting interinstitutional cooperation as well as promoting information about the member colleges throughout various parts of the country.

I will briefly touch upon a few other cooperative ventures worthy of mention. To provide opportunity for student exchange and joint leadership conferences, students representing each member college participate in Student Seminars on approximately an every other month basis. Students meet for an entire day, usually spending most of their time informally discussing topics of interest to them. In the fall of 1965 a two-day leadership conference was held for student representatives.

Transfer articulation from two-year to senior institutions was discussed at a conference held by the Admissions and Academic Deans Committee in the spring of 1965. Twenty-two two-year colleges within the state were represented at this initial meeting on a topic of particular relevance to the two-year colleges.

The third basic purposes of the College Center—to cooperate with other educational and cultural institutions to meet the educational needs of the area —was partially met when the College Center formed the Corning Graduate Center. A need for graduate education at the master's level for employed students in business, engineering and education existed in the Corning area. Accordingly, the College Center contracted with Syracuse University to offer a Master of Business Administration degree program; the Alfred University and Elmira College to offer a Master of Education program. Alfred also offers a graduate program in English. Also, continuing education programs are being offered in business and engineering. The program opened in September 1966 with an enrollment of 237 students. An increase to 305 actually taking courses was noted in the Fall 1966 registration.

A graduate library has been established in conjunction with the Center and within its first year has catalogued about 3,000 books and 150 periodicals.

Another cooperative project to serve the educational needs of the communities served by the member institutions as well as enrolled students has been the publication of a joint listing of summer school offerings at the member institutions. A combined Calendar of Events has also been published since 1965.

All of these activities are financed by the College Center through dues from member institutions and gifts from foundations and interested individuals.

There are undoubtedly a great number of programs which could be undertaken and significant sums of money saved. However, the key to cooperative endeavor is to do those projects which can succeed—and those are the projects the colleges wish to do.

Cooperative educational ventures require time to develop and become fully accepted by the various constituencies of academia. Immediate contributions of increased communication and broadened opportunities for students and faculty have created acceptance for the College Center. Now more ambitious projects, especially the library central processing program and the cooperative graduate center, are underway.

Although some of the problems inherent in any cooperative venture exist in the College Center, there is apparent a growing support among faculty and administrators, rather than any note of discouragement or lack of interest. Some economies are being realized by certain Center projects, but the factors which may prove to be more lasting strengths of this form of interinstitutional support are: (1) efficiency and effectiveness of operational procedures, and (2) involvement in educationally sound projects and planning which would otherwise not have been embarked upon outside the Center.

There are good indications that interinstitutional cooperation, which is being effected and developed through the College Center of the Finger Lakes, will in time be not only essential to individual colleges—no matter how different in structure and form they may be—but to post high school education in general. The future success of the College Center will be to continue to develop programs which aid the member institutions to attain their objectives more effectively and economically and to meet the educational needs of the area served.

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DIVERSITY OF INVOLVEMENT IN INTER-INSTITUTIONAL COOPERATION PROGRAMS BY A COMMUNITY COLLEGE

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The notion of institutions working together in programs of mutual interest has been an operational fact—and perhaps necessity—in the academic world for longer than I would care to document. I might paraphrase John Donne in maintaining that "no *institution* is an island," and point out that violations of this decree are self-regulating—note that even as sturdy an island institution as Alcatraz is now defunct.

Inter-institutional liaison—formal or informal—has always existed and it would be difficult to find an educational organization that does not participate in some form of cooperative effort with other educational organizations. Although not new, a good deal of attention is being paid to the need for increased cooperation and more formal programs to solve problems which require the combined resources and talents that multi-institutional attack makes possible.

I would like to cite a few such programs which I have direct knowledge of, mostly in the field of engineering technology, involving New York City Community College. Perhaps a brief review of the institution's background is in order to develop the setting in which these programs operate. This is a large (total full time and part-time enrollment of about 10,000), urban (located in the business district of Brooklyn), public (one of six CUNY community colleges, affiliated with SUNY), comprehensive community college which has operated for more than 20 years. It offers a wide diversity of career programs (22 by the last count in fields of commerce, health services, and technology) as well as transfer programs in the Liberal Arts and Sciences. There are about 320 full time faculty, 260 part-time faculty, and an alumni numbering approximately 16,500. Facilities presently under construction will permit combined enrollment to exceed 15,000 within three years.

The programs which I will describe have been selected for their diversity of intensity, unusual nature of program, or the nature of the cooperating institutions. They will be treated briefly since time does not permit detailed elaboration. In some cases, institutions represented here today are participating in the same or similar programs.

Programs With an International Flavor

I'll begin by discussing several examples of programs with an international scope and which involve low demand on our institutional resources.

1. US/AID Projects:
    a. Indian Polytechnic Program.

The objective of this program is to improve the training of technicians in India to provide the desperately needed middle technical manpower for the process of industrialization. Details of the first three years of this project are described in the March 1967 issue of Technical Education News.[1] Although the College of Technology of the University of Houston as project director made a heavy commitment of resources, all other participating institutions experienced slight demand in making their contribution. This required release of one or more faculty members in late spring and summer to be consultants in India and teach an intensive series of courses to Indian polytechnic faculty. Four SUNY affiliates (Broome Tech, Canton A and T, Bronx C. C. and N. Y. City C. C.) were among the more than 20 institutions represented by engineering technology faculty consultants. This coming summer, the program is being expanded and has been given over to the National Science Foundation to administer.

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[1] John R. Martin, "Expanding Horizons Mark Technical Education in India." *Technical Education News*, Vol. XXVI, No. 3, March 1967, McGraw-Hill Book Company.

b. Nepalese Business Education Project.

This program, directed by the University of Southern Illinois, will develop college level business education programs in Kathmandu, Nepal. Our college will participate by releasing a key faculty member on a 2-year leave of absence to help develop this training program.

2. English-Speaking Union Technical Teacher Exchange Program.

This program provides for grants to individual U. S. faculty members to tour technical institutions in the United Kingdom to examine at first hand what is being done in their field of interest. Equal numbers of faculty from the U. K. will visit technical institutions in the United States. The extent of cooperation for an institution includes releasing the faculty member for about 10 weeks during the academic year and acting as host to foreign visitors by providing personnel to organize local itineraries and guide them about. This program is administered by the American Society for Engineering Education, Technical Institute Administrative Division.

Programs with Secondary Schools

We participate in a variety of projects involving the secondary schools in the New York Metropolitan Area. The demand of these projects varies from low to moderate intensity. Here are four different programs that we are involved in.

1. Operation Bridgeheads

This is an articulation program for the public and non-public schools conducted by the City University of New York. The program provides information about CUNY community college offerings and individual counseling to high school students. New York City Community College's contribution to this effort consists of providing liaison personnel to give orientation and information to the Operation Bridgeheads staff, and by providing materials and data for Operation Bridgeheads brochures.

2. Career Fair

The N. Y. C. Board of Education and WCBS-TV are sponsoring a 10-day Career Fair in May. On each of the 10 school days there will be two 3-hour sessions with approximately 7,000 high school students attending each session—a total of 140,000 students. Many colleges and industries will be represented. New York City Community College's contribution will consist of approximately 240 faculty man-hours of counseling and information exchange in addition to the cost of materials, displays, etc.

3. Vocational High School Project

The objective of this project is to develop new techniques to interest vocational high school students in pursuing further technical education. The project is being conducted by the City University of New York in cooperation with the N. Y. C. Board of Education under a grant from the State Education Department. New York City Community College was requested to participate in pilot testing of three techniques at a local multi-trade vocational high school. The techniques tested included a series of special assembly programs at the high school, a series of high school classroom visits and discussions between college faculty and high school students, and a sample of community college technical course work for visiting high school students. This last event involved two groups of about 20 students. Each group attended a one-hour class in Logic Circuits followed by a two-hour, hands-on laboratory session in Logic Circuit problem-solving.

The project is expected to be continued and expanded during the next fiscal year.

4. Pre-Technical High School Curriculum Experiment

I'd like to describe this experiment in a little more detail than the programs mentioned earlier.

In the fall of 1963 a series of meetings were held under the auspices of the Public Education Association which included representatives of the Board of Education, several community colleges, a foundation, and a philanthropic organization. Discussions focused on a program in California called the Richmond Plan and development of an adaptation suitable to New York City.

The idea was to stimulate high school students, whose probability of admission to baccalaureate programs was low based on 9th and 10th year achievement but who showed some potential for college work, to prepare for community college career programs. It was felt that such students would be found among those in the lower end of the academic course and the upper segment of the general diploma course. After these initial meetings,. the Board of Education and two CUNY community colleges began developing plans to institute such a program in two high schools leading to engineering technology career curriculums and in a third high school in preparation for medical technology curriculums.

Students would be selected into the pre-tech program at the end of the 10th year, take a project-oriented course of study for two years, and upon satisfactory completion and graduation would be guaranteed admission to certain associate degree curriculums in the community college.

During the summer of 1964 the 11th year curriculum was planned and written by a team of high school teachers in consultation with community college faculty. The first groups of pre-tech students started the program in September 1964 while participating teachers and students maintained close liaison with cooperating colleges throughout the year.

Further curriculum workshops were held in Summer 1965 to develop the 12th year courses and revise the 11th year based on experience. New 11th year groups were selected for September 1965 as the program was extended to include an additional high school.

In September 1966, the first pre-tech high school curriculum graduates were admitted to 2 community colleges in a wide range of career programs. New York City Community College enrolled a total of 32 pre-teachers in 8 different curriculums, while Bronx Community College admitted a group predominately in medical technology. A formal evaluation program has recently been initiated to determine the strengths and weaknesses of the project.

New 11th year groups including more than 400 students have been organized in 16 high schools, expanding the numbers in pre-engineering technology and pre-medical technology, while adding pre-business technology in several schools. Four CUNY community colleges are presently agreed to cooperate in this project and others are expected to participate as well.

The nature of the New York City Community College's participation thus far has included providing faculty consultants for liaison and curriculum planning, arranging special on-campus programs for visiting pre-tech students, providing admission capacity for pre-tech graduates, and participation in evaluation processes.

An Inter-Regional Inter-Institutional Program

In the summer of 1965 representatives of six community colleges and technical institutes met at the invitation of a large computer company to discuss the growing need in modern industry for technicians with interdisciplinary training. Further investigation substantiated the need for associate degree level electro-mechanical technicians and curriculums to train such technicians. The six institutions formed a Consortium to serve a coordinating function in curriculum development, to provide a mechanism for seeking and distributing industrial grants of equipment and funds, to establish teacher training programs with industry, to prepare and administer grant proposals to government agencies, and to develop guidance materials for secondary schools.

Although the Consortium membership agreed to exchange curriculum materials, each institution was given maximum freedom to develop an eltro-mechanical technology curriculum according to local needs. Member colleges each have two official representatives to the Consortium, one faculty representative and one administrative representative. Regular meetings are held 2 or 3 times a year.

At this time all six curriculums are in operation and they will be evaluated under a federal grant to the Consortium. Great interest has been generated in electro-mechancial technology programs across the country. Several SUNY colleges are planning to offer similar programs in the near future.

The Consortium presently has the support and cooperation of a broad spectrum of companies in the business and equipment manufacturing industry. The Advisory Commission for the electro-mechanical technology curriculum at the New York City Community College includes representatives of 13 large industrial organizations. In addition to my institution, other Consortium members are DeVry Technical Institute (Chicago), Dunwoody Technical Institute (Minneapolis), Oregon Technical Institute (Klamath Falls), Southern Technical Institute (Marietta, Ga.), and Ward Technical Institute (Hartford, Conn.).

The examples of inter-institutional cooperation programs which I have described were deliberately selected to emphasize variety of intensity and purpose, and were limited to those in which I have had some degree of personel involvement. I have necessarily discussed them superficially because of time limitation but I'll be glad to respond to any questions you may have.

(Brief outline notes taken)

Friday 3:30-5:00 p. m.

DEAN ISRAEL GLASSER—Moderator. (Brief introductory remarks.)

Highly desirable—logical controversial. Loss of autonomy absolute condition of cooperation. We all feel we have our own abilities and others may not be as capable. We are constantly forced to work out modes of cooperation. Our panel has coped with some aspects of the problem. Some areas are most fruitful, some are not.

Dr. Stanley Brosky—1st speaker (15 minutes)

Dean Donald Beck—2nd speaker (15 minutes)

Questions—one factor best suited for cooperation. One college had too many applications; one too few. What was wrong with that? *Answer*: One college was quite selective; the other not. What could they have in common? There is now a move to cooperate in admissions policy—shaping applications.

Must have community of interest in order to receive cooperation. Associations within a discipline may help to solve and create cooperation. Community Colleges have experienced on going Faculty-Administrative workshops.

Fashion Institute of Technology—Cooperates in design with other colleges (University of Wisconsin, Home Economics) one year in N. Y. C. working in apparel field.

Question: Is Cornell a member institution in Finger Lake Project? *Answer*: No.

Stony Brook Community College—Statement: Some models of small colleges sharing projects for federal funding in physics area. A catalyst is usually needed and comes from outside (usually money), or time off for a professor to work on a joint project.

Dutchess Community College—Statement: Biological Science National Group. Held conference utilizing colleges around Dutchess. Will plan another conference next year.

Second venture: Curriculum in biology concerned with what occurs on the Hudson River—pollution++. Hope to establish first environmental center using Vasser, Marest, Mount St. Mary, Ulster and Dutchess. Expect to receive State Properties, may help in funding.

Erie County Technical Institute—Statement: Law enforcement agencies developed program in police science.

Bronx Community College—Statement: For A. A. Degree graduates they worked out transfer programs with four-year colleges.

Dutchess Community College—Question: Could remedial work be done on a cooperative effort? Answer: Brosky feels students want to be identified with a particular college. Some pre-tech cooperative programs do accomplish remedial work.

Fashion Institute of Technology—Statement: Competition between institutions tend to prevent cooperation. They may share in an area of specialization that each may have.

Moderator—Statement: Drive for autonomy to become integrated, self-sufficient institutions like nations. Example: African Nations.

Summary

Today we have had two speakers, two sets or different attempts. Tomorrow two additional speakers will present their views. Won't you come back and concentrate on some areas that haven't worked out and try to find answers.

Saturday 10:30 a. m.

1. Mr. William Greene (15 minutes)
2. Dr. Charles Laffin (15 minutes)

Elaboration by Greene on faculty rewards.

Faculty currently rewarded for publications and research in four-year colleges. Two-year college faculty rewarded with money.

Remarks and examples by Schlifke. Coop with social agencies—local seminars with U. B. profs—need more apparent, rural and away from metropolitan area.

PANEL V

RESEARCH AND PUBLICATION

MODERATOR: Prof. Jack Cadden *(Nassau C. C.)*
ASSOCIATE MODERATOR: Prof. Jack Hoffman *(Manhattan)*
RECORDER: Prof. Norman Enhorning *(Adirondack)*
ASSOCIATE RECORDER: Prof. Alfred J. Smith, Jr. *(Corning)*
PANELISTS: Dr. Robert Kochersberger *(Jamestown)*
Dr. Reuben Benumof *(Staten Island)*
Prof. Helen Brockman *(F. I. T.)*
RESOURCE PEOPLE: Dr. David Fox *(Stonybrook)*
Dean Robert Jordan *(Stonybrook)*
Daniel Dicker *(Stonybrook)*

PLANNING THE ART IN YOUR BOOK

HELEN L. BROCKMAN

A very good article in the current issue of the AAUP Bulletin deals with the important and interesting subject of contracting with publishers. The authors of this article have analyzed a large number of contracts between publishers and members of our profession. In so doing, they have brought up many questions that incipient authors would like to have answered, I'm sure, and have come up with a good deal of excellent advice—or so it seemed to me from the worm's eye view of a one-contract, one-book author. There is one important phase of contracting that the article did not cover—who furnishes and/or pays for the illustrative art in the book? I am grateful to the AAUP Bulletin for publishing this article at this particular time for it has provided me with an apparently unexplored area of publications which I shall use as the topic for this paper.

Art is a term used to cover the two general types of illustration found in books: line drawings and halftone reproductions. My contract read that the line drawings would be prepared by the publisher, and that the author would supply glossy prints that were suitable for halftone reproduction. Line drawings include all types of black and white art work, from fashion drawings to mechanical diagrams. Halftones are photographic prints. The halftone process is more costly than the line process, and I expect the burden of halftone procurement is put on the author to increase his reasonableness in the use of this expensive art medium.

This paper offers a description of the way in which a manuscript that contains many illustrations is readied for the printer, with my own unique experience used as an example. But before I discuss the problems of a novice in the book publishing field, I want to say something else in praise of the article on contracting. It suggests that novices in the writing field should look at books produced by their publisher in order to get a sense of direction. I would like to expand this excellent suggestion to include books from other publishers as well. Analysis of a wide selection of books in one's subject area can yield many do's and don'ts. For me, as a first-book author, this analysis was most enlightening in several ways that I would like to comment on.

I was aware that my book would require many illustrations, and I made up my mind as I examined books in my area of fashion that illustrations ought to be on the same page as the text that explained them. I have lived to understand why so often books do not come out this way, and are loaded instead with "See Page" references. It is quite a feat to keep the words and the art in a book marching along together.

Another thing that I decided from looking at published offerings in the fashion field was that there would be no "commercials" in my book—no photos "courtesy of General Foods or General Electric or General Motors." This decision required fortitude. When one's choice is based on aesthetics, much time has to be spent in searching for suitable pictures, and money too must be spent in buying picture priveleges or in having pictures taken.

The third thing that I became very conscious of in examining books and magazines in my field was how dreadful fashion looks when it is out of fashion. I wanted my illustrations of fashion to keep their current freshness, not to look dated and ridiculous. As I analyzed the fashion looks of drawings, I decided that several factors contribute to fashion durability. The most perishable items, fashion-wise, are the hat and the hair-do, the next is the skirt length. From this research came the decision to have my fashion drawings made without heads and without legs. As a result, attention is focused on the garment, with no arresting head to distract one; and without legs as a measuring device, the length of the skirt loses most of its definition.

Several other interesting observations developed from the review that I undertook of sixty years of Vogue fashion magazine. There is a style of drawing that goes with an era. As fashion changes, so do the croquois which supply the figure framework on which fashions are sketched. Part of the appeal of a fashion drawing comes from the way it is presented; it is not altogether due to the style of the garment. When the same drawing technique is used throughout a book, the effect is unobstrusively unified; but when original sketches from many sources are assembled, the effect often becomes reminiscent of a costume ball.

These observations served as guidelines during the years that my manuscript was in process, but the proof of any literary pudding is the way one's hopes and plans come through the transition from manuscript to print; and as it turned out, I was able to be a participant in this process. Perhaps it can be of some value to retrace the steps by which my manuscript was converted into a book. The amount of art in it was far greater than average but since procedures for processing manuscripts with many illustrations are all quite similar, I think that my experiences are fairly representative of the way a large publisher of technical books processes them.

The *editorial department* of this publisher is responsible for soliciting manuscripts and engaging in market research to establish their marketability; for signing contracts with authors and then keeping them at their grindstones till their manuscripts are completed; and finally for getting the completed manuscripts reviewed by high-level people in their subject areas, who incidentally are protected from the recriminations of irate authors by a cloak of anonymity. If and when the reviews are favorable, an author and his manuscript are turned over to the publisher's production department which consists essentially of production managers, book designers, copy editors, and a staff of artists and draftsmen.

The *production manager* on a book coordinates the countless details involved in its production. He chooses the page size and the amount of space on the page that will be given over to type. He acts as liaison with the printer, and he is the smoother-outer of internal complexities that are inevitable in the interrelationships among the many staff members who are responsible for different phases of book production.

Both a book designer and a copy editor shepherd each book all the way through production; the book designer making decisions that affect the appearance of the pages; the copy editor making decisions that affect the clarity of presentation.

The *book designer* is responsible for the overall appearance of the book, including the styles of type face used and the design and lettering on the binding. (The book jacket, however, is prepared by another department.) The first matter to be attended to by the book designer is the preparation of several sample pages of the book. The pages selected from my book represented its wide range of format, from solid text with an inset illustration to a double page with a paragraph of text and 12 fashion drawings complete with swatches of fabric and captions. The sample pages are made up for the purpose of showing the general appearance of the book as it is planned by the book designer. They show how the style and size of type face for the headings compares with that to be used in the body of the text and in the captions and how the illustrations will look when combined with the text. Sample pages are particularly important in books like mine that have a great many illustrations of different kinds. The sample pages give the author an opportunity to see the book format and to express an opinion on it, in its formative stage. On a first book however, this opinion cannot be very firmly based; and the production manager and book designer, in my case, were far more critical than I knew how to be.

Another function of the book designer is to prepare a dummy of the entire book when the format is complex enough to make it necessary to do so. The galley proof furnishes the text material, and it and the illustrations in photostatic form are assembled to make up the page layouts. In the galley proof, incidentally, the text is set in justified columns exactly as it will appear in the published book, excepting that it is not yet separated into page amounts, and the galley sheets may be 30 inches in length.

The *copy editor* on the book is responsible for seeing to it that the text material is spelled and punctuated correctly; that the sentences are clear and grammatically acceptable and do state facts if that is their purpose; and that the author's intentions, as far as meaning goes, are maintained and, when necessary, clarified.

The copy editor's first job is to mark on the manuscript all of the information needed by the printer in order for him to make the transition into type. This includes the size and style of the type faces of the body of the text and of headings and captions and page markings. My book had three gradations of heading marked by the copy editor on the manuscript as A and B and C. It is possible to outline a textbook, I discovered, merely by identifying the headings and properly organizing B under A and C under B, for example.

Along with marking directions to the printer, the copy editor makes an initial review of the manuscript, indicating obvious repairs that are necessary and writing marginal notes to the author on questions of word usage and clarity. The copy editor at this time also prepares a so-called "style sheet" that contains lists of words peculiar to the text, along with decisions on when they should be hyphenated, spelled out, capitalized, and so on. The style sheet enables an author to do his part toward achieving the consistency of word usage that a book must have. A good copy editor works to clean the house without disturbing the arrangement of its furnishings, tidying things up while at the same time preserving the author's individual style.

After this preliminary review by the copy editor, the manuscript is given to the author who may either acquiesce in the editor's corrections, or may substitute his own. And then the copy editor goes over the manuscript again to incorporate the author's suggestions, after which the manuscript goes to the printer for galley proof. When the galleys come back from the printer, they are first checked by the copy editor and then given to the author to be proof read.

The purpose of proof reading is primarily to correct any typographical errors made by the printer. Other errors sometimes show up in type, however, which were not obvious in the manuscript, and the author's second thoughts may seem to him to be much more masterful than those in the galley. The change of a single word requires the resetting of at least one line of type, and it may necessitate resetting an entire paragraph or more. To protect the publisher from authors with unlimited second thoughts, a limit to these changes is specified in the contract, beyond which the author must pay for them.

Multitudinous illustrations in a book make a dummy necessary, of course; but in a book without illustrations, such as a novel, the galley is simply cut into pages by the printer. There is no need to make a book dummy except to plan page layouts. If a dummy is necessary, the book designer begins to paste it up from a duplicate set of galley pages at the same time that the author is proof reading the galley. Blank double pages of the exact size of the particular book are used which come with water markings to indicate column width and length. The galley proof is cut and pasted onto them. Chapter headings and folios and the book and chapter titles which appear on alternate left and right pages are put in along with properly sized photostats of all illustrations. A major requirement is that columns on facing pages must be kept to equal length, just as their equal width is insured by the justified columns of the galley proof. Orderliness delights the eye, but inbalance—even in blocks of print—distracts the reader's attention and simply is not allowed in a book.

Illustrations add complications to the dummying up process in direct proportion to their number or frequency. In the first place, it is desirable to make aesthetically attractive page layouts, with a pleasant, eye-satisfying arrangement of text and illustrations and white space. It is also necessary to preserve the appearance of uniformity that books composed solely of text material come by so easily. When illustrations are introduced, the number of places that must be evened off increases, often requiring a few words to be cut from the text in order to maintain even columns; and it is sufficiently important for two parallel captions to appear to be of the same length that they are reset when necessary in order to accomplish this uniformity.

The third and often unfulfilled desideratum is that the illustrations should appear on the same page as the text they illustrate. The only way this could be accomplished, in my case, was for me to take over the book designer's job of dummying up the book. In the process, I learned many things, not the least being that words are not necessarily immortal. They can be cut and often times the text is improved thereby. I learned to excise ruthlessly as many words as was necessary to make room for the illustrations beside them. Only an author has this prerogative. The book designer is not in a position to cut an author's text to fit the pages, or could he sensibly perform such an operation. A reputable publisher considers it to be the exclusive prerogative of the author to include or delete material after it has reached the galley stage.

While the galley was being converted to page form in the dummy, the printer was preparing the necessary corrections on the original galley. After these corrections were proofread by both copy editor and author, they were pasted into the dummy so that it represented exactly what the finished book would be, page by page.

The two methods for printing books are letter press and offset; and offset was the method chosen for my book because it is considered better than letter press for heavily illustrated books. Offset requires a set of exceptionally fine page proofs called camera copy. Whether these proofs are made by the publisher or by the printer depends on individual circumstances. The fantastic number of small parts that had to be assembled for my book made it necessary for the camera copy to be made in the publisher's drafting room, with me in attendance to help assemble the parts. This procedure is so rare that the group superviser in the drafting room who was faced with this assignment said that in his fifteen years with the publisher this was his first camera-copy job.

The way it was done was a repetition of the dummying-up process but on a very elegant level. First a complete and beautiful set of galley came from the printer. A superior quality of paper and ink were used, and the caption and call-out galleys had glued backs so they could be stuck down without a trace of paste showing. An excellent draftsman worked for 8 weeks, and overtime too, in pasting up the pages, using the battered dummy that I had pasted as his guide. High quality photostatic reproductions of all of the line drawings were made and put in place, and space was left for the halftones. The copy editor and the book designer and I all checked the pages after which they were sent to the printer who shot page negatives into which the screen negatives of the halftones were inserted. From these page negatives, the printing plates were made.

A complete blueprint copy of the book was printed first, and all the dots and spots and blobs and blurs that showed up in it were meticulously checked by the drafting supervisor, and bad pages were either cleaned up or rephotographed.

At long last and finally the book was ready to go to press. This, in capsule form, was my experience in putting it together; and as this description surely makes evident, it requires an unbelievable amount of time and money to prepare a manuscript for publication. As I review the many things that I learned about halftones and line drawings while working on the book, several points seem worth mentioning.

Halftone reproductions are made from photographic prints which, unlike line drawings, permits blended tones from black to white. For use in a book, however, photographic prints must be rephotographed through a cross-hatched screen which changes the smooth tone of the photo to minute dots. The gradation in the size of the dots maintains the gradation of the original photo more or less well depending on the fineness of the screen. A printed photograph should not be rephotographed for subsequent use in a book because rescreened dots give a very poor reproduction, often having a disturbing moire effect. An actual glossy-print photograph is used except in rare cases where some important historical picture exists only in a book reproduction.

Photographs may be taken specifically for a book; or they may be rented from one of the photo services; or they may be borrowed without a fee. But whether rented or borrowed, whenever a photo is used in a book, its owner is given a credit line which may appear either on a credits page, or underneath the photo. This identification is a blessing to anyone who is gathering material for a book because it tells him where to obtain any glossy print he may see and wish to use.

Manufacturers of products, such as General Motors or DuPont, and purveyors of services, such as TWA, often specify that a "courtesy of" credit line appear under their pictures instead of on the credits page which is generally tucked away at the back of the book. They willingly supply free glossy prints to an author in return for free advertising.

In other cases, prints may be loaned merely for the standard credit listing. Condé Nast, for example, permitted me to use any photos I desired from the Vogue Magazine files, asking only for credit page listing.

The photo services supply glossy prints for a few—black and white now ranging from $25.00 to $35.00 for one insertion in a text book, and color photos costing $125.00. These photo studios specialize to some extent in different types of pictures, PIX, for example, being known for excellent locations shots. UPI, on the other hand, specializes in news coverage. Off-the-cuff news shots, of course, lack the tonal qualities of prearranged location pictures, but some subjects are available only as news photos. Balenciaga is so camera-shy that he is rarely photographed although he is one of the top designers in Paris. The only picture of him that I could find was one at UPI, and it was taken at a Swiss resort, apparently with a telephoto lens while he was not looking. A few studios specialize in historical photos. The Culver Studio, for example, dates back to the early silent-picture days and specializes in celebrities. There I obtained prints of Paul Poiret and Irene Castle, and a photo of Winterhalter's charming painting of Empress Eugénie and her entourage engaged in a very stylish picnic.

Studios either loan their glossy print, as at Culver; or if they have a negative, they make up a print for you, as at UPI. I ordered any picture from the photo services that I thought I might use, and I did not need to pay for prints until I returned them after the printer had made his screen negatives. One is charged only for pictures that appear in a book, although some studios charge a holding fee on prints held an unreasonable length of time without being used.

The picture collection at the New York Public Library is a wonderful reference source for halftones and line drawings, both owned and in the public domain. A picture normally goes into the public domain after 50 years and can then be borrowed and used for only the standard credit line listing. All pictures in this file are arranged by subject, and pictures owned by photo services are so marked. There is a huge file on Irene Castle, for example, and one can pick out the most suitable picture and, then from the library file card, find out all of the needed information for procuring it.

Some publishers have photo researchers, also, who track down a selection of photos for an author to choose from, furnishing extremely welcome aid, especially to authors who live away from the metropolitan area and do not have access to the picture services.

In having photos taken for a book, it is important to use photographers who are accustomed to work for reproduction so that backgrounds will be suitable and contrasts well defined. Good photos are a great asset to a book and when their cost is compared to the time an author spends in preparation of the manuscript, it is not out of line.

And now to close with a few thoughts on line drawings. Line drawings are black on white. Shades of gray in definite areas can be produced, however, by BenDay or zipatone which come in sheets like wax paper printed with various patterns of black dots on a translucent base. Pieces of it are cut out and pasted into specified areas to produce shades of gray.

Ink drawings are easier to reproduce well than other media, such as crayon on coquil board, which was used for the 400 fashion sketches that were made for my book. The effect of the crayon on the rough board is much more free and sketchy than ink technique, but the price of this artistic look is an unevenness of tone from page to page. Generally I used six little fashion sketches on a page, and their tone value varied due to the artist's rendition of the different fabrics of the garments. Since the printer had to photograph a page dark enough to pick up the lightest tone value, some pages printed much darker than others. Each fashion sketch was made as a separate drawing because many were used several times in different sections of the book, and to make a separate composite sketch for each page was prohibitive in cost. Had ink drawings been used, all of the pages would have been of identical tone value, but the sketches would have lacked the informal charm of the crayon technique.

Five chapters of my book were concerned with pattern analysis and from a study of assorted pattern books on the market, I came to realize the importance of scaled pattern diagrams. I felt that it would be very helpful to have students' patterns work out to be recognizable replicas of the patterns shown in the book which the drafting that constituted a lesson should theoretically produce. Since the only way to achieve this accuracy was to draw all of the pattern diagrams to scale, I executed accurate pencil drawings to centimeter scale of the more than 300 pattern diagrams in the book.

Ordinarily an author furnishes the publisher only rough sketches of his diagramatic drawings, and the publisher's drafting department executes the drawings to fit the space alloted to them by the book designer. Once the working-page size of the book has been settled, the maximum width of the drawings is also settled, for they must be no more than working-page width. The amount of detail in a drawing, along with the aesthetic consideration of making the page look attractive, together determinine drawing size.

My assortment of pattern diagrams ranged from 2 inches to 20 inches in width as drawn to scale. Their book size could not be planned until the pages were dummied up since each pair of pages had to be worked out to accommodate text and fashion sketches and pattern diagrams, when all three elements were involved, as was so often the case. A pleasing arrangement of the page was very important; maintenance of even columns was a necessity; and the need to accommodate all of the parts that went together to make the twin page unit meaningful was the third factor. The art work simply had to be sized to fit into the space that was available, with reductions ranging from 25% to 70%. For this reason, the small identifying words and numbers on the drawings had to be set in galley pages and cut apart and individually superimposed on the diagrams after they were reduced and pasted down in the dummy. Such was the price for keeping the drawings and the text marching side by side together.

I spent three months at my publishers from 8:30 to 4:30 every day; realizing the while how fortunate I was that such an opportunity had come my way to learn about publishing first hand. Preparing a manuscript for publication is an exciting, exacting, expensive business. I was amazed to see what an enormous amount of highly skilled work goes into each book venture.

I hope I am able to write another book so that I can profit from all the mistakes I made in preparing my first one. Certainly I won't repeat the error made by a very smart woman who wrote a very good book for my editor. When his secretary sent her a routine note saying her foul proof was being returned, she got the editor on the phone but fast and demanded an apology for the insult, not being aware that after a book has been printed, the original manuscript, being no longer of any use, is called foul proof. When one has a chance to see inside the publishing business as I did, one learns to understand its delightful jargon—and one also learns why a publisher needs contracts that afford him some protection from authors.

Many problems go along with the processing of a manuscript into book form, and illustrations certainly cause more than their share; but even so, I would never advocate abolishing art work. I believe that a picture can be worth a thousand words—especially if it comes on the same page with the text that it illustrates.

RESEARCH AND PUBLICATION IN THE JUNIOR COLLEGE

A Proposal

DR. ROBERT C. KOCHERSBERGER
Chairman, Division of Health and Natural Sciences, Jamestown Community College

In considering the significance of Research and Publication for a Junior College, I want, at the outset, to define more precisely what is implicit in these terms. There are many kinds of research going on in institutions of higher education today. However, almost all forms of such research can be categorically placed under one of two headings: Educational Research, or Content Research.

Under the former heading we find projects related to teaching in a particular curriculum, such as are listed in the periodic reports of the National Association for Research in Science Teaching, which reviews major research studies in science education. Another similar listing of research studies is the U. S. Dep't. of Health, Education and Welfare publication "Research in the Teaching of Science."[5] Although there are apparently the largest number of compilations of this sort in the science area, there are similar listings for other academic areas as well. A considerable number of such other studies are reviewed in Gage's "Handbook of Research on Teaching."[2] Much of this educational research is executed as part of an Ed.D. program in University Graduate Schools. The other major category of research is in what I refer to as the "content area" and can be most adequately described as those research projects which are normally reported in the professional journals. These reports encompass work done in historical research, Chemistry, Biology, etc., and are quite often done in the University Graduate School as part of a Ph.D. program.

With these two concepts of research in mind, let me go on now to some of the aspects of good research and good teaching, which relate to the function of the Junior College.

For too many years we educators have defended one of two research related theses. Either we have supported research and its publication as an adjunct to good teaching, or we have considered it as detrimental to the teacher's role in the classroom.

I find myself agreeing with the ideas expressed by Dr. Hans Schmitt who, writing in the *Journal of Higher Education*,[3] presents some most cogent and logical reasons why research enhances teaching. Such enhancement comes not from the material fruits of the research itself, as much as from the rewards that come from doing something of interest and delight to the doer. I am sure that we will agree that one can become more readily fatigued by teaching than by pursuing a research project of personal interest to the investigator. It appears from many points of view that the attitudes demonstrated by a good researcher are attitudes conducive to good teaching. Having an open, questioning mind and a desire to keep abreast or ahead of developments in a given field appear to me to be excellent criteria for improved teaching. There is, of course, a need to be reasonable in our arbitration of research with teaching ability. I cannot support the statement of Bio-science editor Horace Davenport,[1] who categorically states that "good teaching will occur automatically as a by-product of good research." All of us who are products of graduate schools can attest to the flaws in this reasoning. However, in the absence of objective data our criticisms may not be valid either.

I believe it is generally true that a large fraction of successful researchers are enthusiastic teachers, while, conversely, a teacher who has ignored research for many years is less apt to inspire his students in the classroom.

Dr. Robert Smolker,[4] eminent Stoneybrook zoologist, states quite definitely that exposure of a teacher to some form of research involvement is one of the very best means for updating him and making him a better teacher. Recognizing the fact that good research attitudes and performance are not absolute criteria for good teaching, I believe that, in general, there is a causal relationship and because of this I want to propose a means for making research a more meaningful part of Junior College teaching.

I am suggesting that the administration of our two-year colleges make it possible for certain selected faculty members to be relieved of teaching duties for a period of time, in order to engage in research projects appropriate to their interest and the resources of their school. This project should be planned so that it can produce some worthwhile results in as short a period of time as one semester. For most schools a reasonable number of participants would not exceed one member of a department or division at a time. The nature of the project as determined by resources and interest would most likely involve an investigation in either educational research or content research as previously defined.

In addition to the benefits afforded the faculty member given this opportunity to conduct a modest research program, this procedure should most certainly involve our students. Here is an opportunity to inspire students with an enthusiasm for learning new things in a new frame of reference. Schools having an honors system or tutorial program for earning extra credits can easily guide these students into research participation with appropriate faculty.

While the long range value of this kind of program can only be speculated on, it appears self-evident that faculty, students and the institution will profit greatly from these activities.

Not all persons will be interested or capable of participating in such a research program, but I feel certain that no matter how modest the size or resource of a school, some of its staff will be able to contribute something of value to this kind of program. The publication of the results of these projects is yet another benefit which will accrue to the advantage of the researcher, his students, peers and school.

The projects to be implemented may be limited only by the imagination of the person doing the work. There are innumerable problems in the sciences as well as in education, which require a minimum of equipment, and which will lend themselves to this kind of short-term investigation.

Recognizing the possible financial or staffing problem which may evolve from releasing a person of all teaching responsibility for a semester, I would suggest that outside funding be obtained through one of our research foundations.

In summary I would like to state that the evidence relating good teaching to research, while not absolute, is impressive. Because of this and other benefits related to research I believe we can all make a substantial contribution to the goal of excellence of instruction by encouraging the kind of program described in this paper and working to bring about its implementation in the two-year colleges. This kind of program, which can be thought of as a sabbatical leave in residence, will, I believe, prove of more value to students, staff and school than almost any other kind of scholastic activity now available in the two-year college. Time alone will tell.

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RESEARCH IN A COMMUNITY COLLEGE

Reuben Benumof
Staten Island Community College

Probably all institutions of higher education aspire to excellence. Just what is meant by excellence, however, depends on the particular institution. For most universities, excellence is closely connected with productivity in research. Graduate students need to be in contact with teachers who understand the current problems in their field. There is no doubt that only a researcher can help graduate students do fruitful research. The so-called "publish or perish" policy simply means that, in an institution which presumably trains students to do research, teachers are expected to be masters in the art of research.

A different situation prevails in the community colleges. These institutions are devoted to excellence in teaching. Again, there is a question as to what this means. To some, excellent teaching constitutes the use of approved classroom techniques. Almost, the entire appraisal of a teacher is often based on classroom observation reports. It is almost as though the instructor were an animate teaching machine whose actions were being scrutinized to determine whether it was working well. Certainly, the teacher is the most important person in the classroom insofar as conducting a lesson is concerned. But, would a college consisting of excellent teaching machines be an excellent college?

The answer is definitely no. An excellent college is characterized by a stimulating intellectual climate. There is something inspiring in being in contact with a teacher who loves learning and who is sufficiently expert in his field to be able to reach out beyond the confines of the textbook. Intrinsic motivation for students to become interested in a certain field consists in seeing that this field offers a means of self-fulfillment. What better example can students have than a teacher who derives great enjoyment from going on in his field year after year? To such a teacher there is always something to be found out and something more to be learned. He is the antithesis of a "finished" scholar. A college which consists of such teachers is bound to communicate some of this feeling to its students. A community college can hardly be called excellent unless the attitude of viewing learning as a way of life prevails on campus.

Personal Research

What is being proposed here is that a community college teacher be continually engaged in a quest for new knowledge. The test is not whether the frontier of a specific discipline is being expanded by the teacher, but rather whether the knowledge gained is new insofar as the particular teacher is concerned. This is the best way to remain abreast of one's field. Of course, it is quite possible for a teacher who is always learning to make a contribution worthy of publication. Under such circumstances, the research becomes public rather than private. Obviously, creative scholarship is to be applauded. The inherent danger is that it is all too easy to overemphasize the importance of publication. In a community college, continual involvement in the process of learning is much more essential than the actual production of new ideas.

The Worthiness of Research

The ultimate test of the efficacy of research on a college campus is its impact on the students. In a sense, research is like a blackboard. It is not good or bad in itself. How it is used is the criterion.

If a teacher uses his research as an excuse to withdraw from his students, then clearly he is failing to discharge his function as a teacher. On the other hand, if the research becomes a means of inspiring students and possibly an avenue for direct involvement in the learning process, then it is eminently worthwhile. In a graduate school, a professor's research permits his students to recognize important problems and to see possible methods of solution. In a community college, the problem of assessing the value of research is much more difficult. Usually, the students are too immature to be engaged directly on a research project. Students, however, should occasionally get a glimpse of what lies beyond the introductory course that they take. We often hear that there is a shortage of scientists and engineers. How can students be expected to become enthusiastic about science if all they read are ordinary textbooks and perform only routine experiments? The guidance potential of on-campus research is really very great. It is a constant reminder that a certain field offers great satisfactions.

Summary

The basic thesis of this article is that an excellent college must consist of teachers who view learning as a way of life. For a community college, personal or private research is much more important than publication of results. The worthwhileness of research on a college campus can be judged by the degree to which it becomes a means of inspiring students. To be effective, a teacher must always be learning and must be able to transmit his insights and attitudes to his students. In a sense, a college is a place where experienced learners interact with inexperienced learners.

DISCUSSION FOLLOWING PRESENTATION OF PAPERS

Discussion following papers delivered by Professors ROBERT KOCHERSBERGER and
REUBEN BENUMOF:

Some community college deans and presidents encourage research and others do not. Most will consider it as one factor in promotion. However, few will provide time or money for research other than the traditional sabbatical every seven years. Facilities are lacking for research at most community colleges. Laboratories, space and equipment for the physical and natural sciences and libraries for liberal arts are most needed. In addition many community college faculty lack the Ph.D. and others are still taking courses themselves. Money is not generally available for research purposes either. Dr. David Fox of Stonybrook stated that at Stonybrook equal emphasis is placed on research and good teaching and that both are expected. The doctrine of "publish or perish" received some attention. Dr. Fox said that publications should not be used as a basis for promotion unless time off and funds are provided by the college. Since most community colleges require teaching loads which average 15 credit hours and 15-20 contact hours and provide almost nothing in the way of financial support for research it would seem that other factors must be used as a basis for promotion.

One suggestion was made that teachers could devote some time to research which would be of benefit in their teaching and not designed for publication. It was thought that the academic deans might set up in service programs of research to develop and encourage such research among instructors. Research and good teaching are not opposed. Research supplements and makes possible good teaching. However, some currently believe that research detracts from good teaching.

Discussion following the paper
delivered by
MISS HELEN BROCKMAN:

Most of the questions related to the expense of publication, the sale of textbooks, their use, adoption and longevity. The best experience is to write a text. Each field has its own problems and they must be mastered. The more experienced the author the better the book will be.

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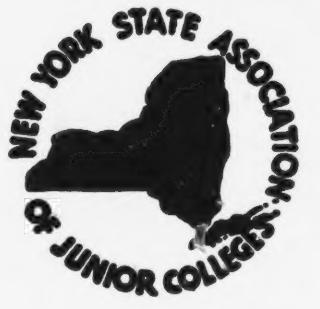
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CONSTITUTION OF NEW YORK STATE ASSOCIATION OF JUNIOR COLLEGES

I. NAME

The name of this organization shall be THE NEW YORK STATE ASSOCIATION OF JUNIOR COLLEGES.

II. PURPOSES

1. To promote a better understanding and greater knowledge of junior colleges.
2. To strengthen the cause of the junior colleges in the state by presenting their united opinion to appropriate government agencies.
3. To improve the articulation with other colleges and secondary schools.
4. To stimulate the professional development of the membership.
5. To advance the status, prestige, and welfare of the membership.

III. OFFICERS

There shall be a President, Vice-President, and Secretary-Treasurer to serve for a term of one year. An Executive Secretary shall be appointed by the Executive Committee.

IV. DUTIES OF OFFICERS

1. The President shall plan and direct the activities of the Association and perform all duties generally pertaining to that office. He shall serve as chairman of the Executive Committee.
2. The Vice-President shall coordinate the program of the annual meeting, publicity, and public relations. He shall advise and consult with the editor of the Association Newsletter. He shall act for the President in the absence of the latter.
3. The Secretary-Treasurer shall be responsible for all records and funds of the Association and for issuing an annual financial report.
4. The Executive Secretary shall carry out plans as assigned by the Executive Committee.

V. EXECUTIVE COMMITTEE

1. The Executive Committee shall consist of the officers of the Association, the immediate past president serving in an advisory capacity, and ten additional members. Of the ten additional members, at least five shall be teaching faculty members.
2. The Executive Committee shall represent both public and private colleges of the state.
3. Executive Committee members will normally be elected to serve for two years, with (5) five members completing their terms each year.

VI. STANDING COMMITTEES

There shall be standing committees appointed by the President to carry out the purposes of the Association.

VII. NOMINATING COMMITTEE

There shall be a Nominating Committee appointed by the President upon his accession to office whose duties shall be to propose candidates for elective office and Executive Committee members. Report of the Nominating Committee shall be presented to the membership at least one month preceding the conference.

VIII. MEMBERSHIP

Institutional: Membership shall be opened to those institutions classified as JUNIOR COLLEGES by the New York State Education Department upon payment of the fees established by the Executive Committee.

Individual: Any educator or person in sympathy with Junior College education may, upon payment of fees established by the Executive Committee, become a member of the Association.

IX. ELECTIONS

Officers and members of the Executive Committee shall be elected by the membership in attendance at the Annual Meeting. New officers shall take office immediately following the Annual Meeting and shall hold office until the next election. Candidates for all elective offices shall be members of the Association.

X. VOTING PRIVILEGES

Voting Privileges shall be extended to each member in attendance at the annual conference.

XI. AMENDMENTS

Amendments to the By-laws shall be proposed to the Executive Committee at least thirty days before the annual Association meeting. Any proposed amendment must be signed by at least five members of the Association. The secretary shall send a notice of the proposed amendments to the members of the Association at least two weeks prior to the annual meeting. Amendments to the By-laws shall be voted upon at the annual Association meeting.

* * *

Adopted unanimously at the annual Association meeting, April 28, 1962.

Article V was amended to its present form at the 1965 annual meeting.

The Early Years

When a member of your Association's Executive Committee succeeded in getting the whole-hearted support of the 1963 annual conference for the publishing of a Directory of Membership to include a listing of the past presidents, Service Award recipients, and a brief history, he set for your Executive Secretary an exercise in research and attention to detail that is only nicely begun.

The following notes on the Association's history are lifted from the files of the Association's second president, Dr. Donald E. Deyo, who is now President of Montgomery Junior College, Takoma Park, Maryland; from the memories of Dr. Rollo Wicks, chairman of the Department of Sociology at Canton Institute, and Professor Paul Doyle, chairman of the English Department at New York City Community College — both former presidents; and from the files of other presidents in the late 1950's which have been passed along to the writer.

"Isabel Phisterer, then President of Cazenovia (Junior) College was the single person who had the initial idea for the establishment of the New York State Association of Junior Colleges" writes Dr. Deyo. The idea, first expressed at 1946 Fall Regent's Convocation in Albany, became a reality in April, 1947 at a meeting of junior college presidents at Cazenovia. Miss Phisterer, Donald Deyo, and Dr. Paul Shafer, were appointed to draft a constitution and bylaws. The five institutions represented at that meeting were: Associated Colleges of Upper New York by Mr. Loring M. Thompson of Champlain College, Plattsburgh, Cazenovia Junior College by Miss Phisterer, Packer Collegiate by Dr. Shafer, Roberts Junior College by Mr. Merlin G. Smith, and Walter Hervey Junior College by Mr. Deyo.

Motivating factors included the Regents' Report on Post War Planning for Higher Education which recommended the five pilot programs of the Institutes of Applied Arts and Sciences at Brooklyn, White Plains, Binghamton, Utica, and Buffalo; the growing number of private junior colleges; needs for more educational opportunities for veterans, and the encouragement from Dr. Jesse Bogue of the American Association of Junior Colleges. Not all leaders in New York State's higher education circles agreed with the idea. Dean Harry S. Ganders of Syracuse University suggested that an informal organization might have merits initially and this plan was followed.

By late September 1947, the New York State Association of Junior Colleges had a president "ad interim" in the person of Miss Isabel Phisterer. Soon the Association was giving its reasoned support to the Owen D. Young Commission's proposals for the creation of a state university with at least one trustee who has a sympathetic understanding of the liberal and technical phases of the junior college movement. It also urged that the proposed "community colleges be truly junior colleges . . . requiring high school graduation" and offering programs of transfer quality. Early in 1948 it reaffirmed these stands and began to study its relationships to the two Associations of Higher Education in New York State.

The support of the idea of granting Associate degrees, the improvement of junior and senior college transfer relationships, and opposition to the Veteran's Administration's virtual discontinuance of education and training sections occupied the Association's leaders in the Spring of 1948. By that Fall the Association was studying seriously the idea of granting "some sort of a degree for the successful completion of two years of college work". At the October 14, 1948 annual conference in Albany twenty-three persons representing seven private, eight public two year colleges and five State Education Department offices discussed problems relating to degrees, orientation of high school guidance personnel and a full slate of officers was elected. Miss Phisterer became President, Miss Courtney Carroll, President of Bennett Junior College, Vice-president; Mr. Merlin G. Smith, President of Roberts Junior College, Secretary-Treasurer; and Mr. Loring M. Thompson, Director.

In 1949 attention focused on background for junior college teaching, work-study programs, kinds of degrees appropriate for junior colleges, and objectives and programs of junior colleges in New York State. The question of granting degrees was the most absorbing one and one survey seemed to indicate that few public or private junior colleges or technical institutes were strongly in favor of the idea. However, NYSAJC members were strongly in favor of the proposal. The officers elected as the annual meeting were: Presidnt, Donald E. Deyo; Vice President, Paul B. Richardson of Utica Institute of Applied Arts and Sciences; Secretary-Treasurer, Mrs. Harriet Cook, Dean of Cazenovia Junior College; Director, Dr. Frederick A. Morse, President of ACUNY.

Vigorous efforts to persuade the Board of Regents to approve the granting of the Associate degree continued in 1950. When specific proposals for the Associate in Arts (AA) and Associate in Applied Science (AAS) degrees were formulated by the Office for Higher Education, New York's junior colleges could not agree quickly to accept the proposal although all wanted this state to be in line with the others. Letters in the files indicate that our Association President's "energetic leadership" greatly assisted in bringing action in this area. He also renewed efforts to secure the cooperation of all junior colleges and technical institutes in the activities of the State Association and succeeded in bringing the membership to twelve of the twenty-four junior colleges in the state. The policies of alternating the presidency between representatives of private and public junior colleges and of the expected succession of the vice-president to the presidency were suggested by outgoing President Deyo. These policies are still in operation and the former is mandated by the 1962 constitution.

The 1951 year, under the leadership of President Paul Richardson, Director of Utica Institute; Vice-President, Harriett Cook, Dean of Cazenovia Junior College; Secretary-Treasurer, Father Casian Kirk, Dean, St. Joseph's Seraphic Seminary; and Executive committeeman Louis A. Rice, President of Packard Junior College, saw much attention being given to the development of better means of communication among NYSAJC members. To assist in this effort Mr. Robert

Davidson, instructor at Farmingdale Institute and Mr. Paul Doyle of N.Y.C. Institute of Applied Arts and Sciences began editing a quarterly **News Bulletin** which was published in an attractive format at the Utica Institute. The growth in individual memberships caused concern among some administrators lest the focus of NYSAJC be changed. A committee was created to propose suitable changes in the By-laws.

(Our files are incomplete for the years 1952, 53 and we would appreciate aid in locating accounts of the activities of these years.)

By 1954 under the presidency of Dr. Charles W. Laffin Jr., then of N.Y.C. Institute of Applied Arts and Sciences the Constitution was changed to provide for the creation of a Faculty Council to encourage the active participation of classroom teachers in Association activities. Dr. Howell Pickett of Paul Smith's Junior College, Mrs. Mary Jones of Fashion Institute of Technology, and Father Peter Hogan of Epiphany Apostolic Seminary were among the first officers of the Faculty Council. In its eight years of operation this group conducted many stimulating discussions of professional problems.

When the American Association of Junior Colleges came to New York City for its annual convention, the NYSAJC under the presidency of Dr. Chester Burton of Paul Smith's College, were the honored hosts in 1956 with the aid of the Junior College Council of the Middle Atlantic States.

"In recent years the members of our state association have been very active in the Junior College Council of the Middle Atlantic States. Four presidents of our association have been elected president of the latter organization. These are Isabel Phisterer, of Cazenovia Junior College; Chester Buxton, of Paul Smith's College; Charles Laffin, Jr., of Farmingdale; and Rollo Wicks, of the Agricultural and Technical Institute at Canton.

"Moreover, in the past ten years three of our colleges have played host to the Junior Colleges Council of the Middle Atlantic States for its annual June workshops. These are: Farmingdale in 1953, Paul Smiths (twice) in 1954 and 1961, and Bennett in 1962.

"In the past five years, our people have also become very active in the programs of the American Association of Junior Colleges, several of them serving on its commissions. Among these are Dr. Lawrence Bethel, Dr. Charles Laffin, William Dwyer, and Philip Martin. Enough of our people are now attending the annual meetings of the American Association to give these an aspect of a reunion. One never looks far in any of these conventions to find many friends from the Empire State. This is the case whether that meeting is in Long Beach, Denver, or Washington; and I strongly suspect that many of our administrators and teachers will 'tear themselves away' from duties on the home front for long enough to attend the next annual meeting in Miami next March. I hope to see them there.

"In addition to those already named, I recall the following pioneers in the formative years of the Association: Dr. Roland DeMarco, Finch College, Edwin Hughes, Paul Smith's College, Clara M. Tead, Briarcliff College, Robert Davison, Farmingdale Institute, Father Kirk, St. Joseph's Seraphic Seminary, Paul Doyle, New York City Community College, Donald Deyo, then at Walter Hervey, and Josephine Ellis Larkin, Fashion Institute."